DOCUMENT RESUME

ED 326 723 CE 056 584

AUTHOR	Palmieri, D. Frank
TITLE	Marketing Education Teleconference. Final Report.
INSTITUTION	Pittsburgh Univ., Pa. School of Education.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE	30 Jun 88
CONTRACT	PA-86-8019
NOTE	114p.
PUB TYPE	Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Administrator Education; Counselor Role; Counselors; Electronic Equipment; *Inservice Teacher Education; *Marketing; Online Systems; Postsecondary Education; Program Development; Program Effectiveness; Program Implementation; Publicity; Secondary Education; *Teleconferencing; Telephone Communications Systems; Vocational Education Teachers
IDENTIFIERS	Pennsylvania

ABSTRACT

A statewide interactive video teleconference was developed and presented to marketing educators, administrators, counselors, students, advisory committee members, and business people in Pennsylvania. The conference was designed to provide a technical update of the state of marketing in the United States as well as to unveil national strategies that can be implemented by marketing educators. The strategies were presented in the form of a national plan for marketing education and recommended program standards. Conference development included the purchase of Pennsylvania state teleconference access rights, selection and development of five successful sites in the state, selection of site coordinators and audio/video coordinators for each site, development and mailing of a brochure promoting the conference, production and mailing of a set of conference materials to each participant, and conference evaluation. The conference was rated very favorably in terms of content, terminology, and handout material by the 116 participants. Reported weaknesses included the following: the all-day format was too long, the conference proceeded too slowly, and the panelists were somewhat repetitious. Additional teleconferences were requested in advertising, merchandising, and small business; and a shorter teleconference was requested for marketing instructors. (The bulk of the document consists of the following appendices: information on conference audiences and content; conference brochures, letters, and handouts; questionnaires; a national marketing plan for marketing education; and standards for secondary marketing education.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PA88PD16

018258

FINAL REPORT

MARKETING EDUCATION TELECONFERENCE

CONTRACT NUMBER 86-8019

ED326723

Dr. D. Frank Palmieri
Marketing Education Program
Department of Instruction and Learning
School of Education
University of Pittsburgh
4K57 Forbes Quadrangle
Pittsburgh, PA 15260

June 30, 1988

Pennsylvania Department of Education
Bureau of Vocational and Adult Education
Curriculum and Personnel Development Section

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B Ford

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE056584

Table of Contents

	Page
Acknowledgements	i
Abstract	1
Financial Summary	2
Project Approach/Methodology	3
Objectives	5
Project Summary	5
Participants Evaluation	7
Target Market Survey	8
National Standards Survey	12

Acknowledgements

The success of the Marketing Education Teleconference was dependent on the expertise of many people. Many thanks go to the site coordinators who were concerned with the operation of the Teleconference for the Marketing Education Association of Pennsylvania, Pennsylvania Department of Education and the University of Pittsburgh. These were Elliott Klein, Dave Urik, Blanche Curran, Anthony Piro, Michelina Olmstead, Ann Frost, E. H. Blyler, Joseph Porio, James White, Jeanette Lenchak, Dr. Jerome Leventhal, and Jerome Green.

Administrators and electronic technicians who made possible the facilities and the satellite reception were Robert K. Jackson, Berks County Intermediate Unit, Mr. John Godshall, CCAC Boyce Campus, American Cablevision of Monroeville, Pittsburgh Public Schools, Schenley High School, Temple University Medical Center and Blaze Bussick, Department of Education, Harrisburg. The originators of the program should be recognized from the Milwaukee Area Technical College, Dave Grypp and Donna McCarty. My thanks also to graduate students Gerard Miklos and Roger McClean for their work on the statistics for the conference.

ABSTRACT

University of Pittsburgh
School of Education
Marketing Education Program
4K57 Forbes Quadrangle
Pittsburgh, PA 15260

MARKETING EDUCATION TELECONFERENCE

Contract Number 86-8019
July 1, 1987 - June 30, 1988
$9,091.00

The purpose of this state funded project was to present an interactive video Teleconference to Marketing educators, administrators, counselors, students, advisory committee members and business people. The conference provided a technical update of the state of marketing in the United States as well as unveil national strategies that can be implemented by marketing educators. Those strategies were presented in the form of a national plan for Marketing Education and recommended program standards.

The objectives of the Marketing Education Teleconference were a) purchase the State Teleconference access rights; b) select and develop five sites in Pennsylvania for the conferences; c) designate a site coordinator for each teleconference location to facilitate operation, registration and evaluation; d) designate an A.V. coordinator for technical seminars for each site; e) receive, develop, duplicate and distribute to each participant a set of conference materials; f) produce a brochure and mail materials to announce and promote the conference; and g) evaluate conference and past conference activities to measure curriculum development.

The conference achievements included a) the University purchased the access rights from the Milwaukee Area Technical College in the amount of $2,500.00; b) Seven sites were selected and developed, however five sites operated successfully; c) a site coordinator was employed for each site; d) each site had an A.V. coordinator; e) materials were produced and distributed at the conference; f) brochures, news releases (both print and radio) and letters were produced and mailed; and g) evaluations by the 116 participants were high on content level, terminology, handout material, that the teleconference met their objectives and that the information gathered would help them in curriculum development. The strengths of the teleconference were reported as a) interesting speakers, b) good panel discussions, c) emphasis on marketing business interaction and d) provided an overall view of marketing. The weaknesses were reported as a) all day conference too long, b) the conference proceeded too slowly, c) the panel was somewhat repetitious. Additional teleconferences were requested in advertising, merchandising, small business and a shorter teleconference designed for marketing instructors.

University of Pittsburgh
Marketing Education Program

FINANCIAL SUMMARY

Project Title: NATIONAL MARKETING EDUCATION TELECONFERENCE

Length of Project: July 1, 1987 - June 30, 1988

Salaries	Budget	Actual
Faculty Release, State Conference Coordinator (1 course x $1500)	$1,500.00	$ 0
Faculty Overload, State Conference Coordinator	0	$1,500.00
Non-instructional Salaries		
Professional and Secretarial Staff Secretary - 3 weeks ($11,000 x 6%)	790.00	500.00
Fringe Benefits for Faculty and Secretary @ 26.5%	583.00	583.00
Consultants		
Site Coordinators (5 days at $100 per day)	500.00	400.00
A.V. Coordinators (5 days at $100 per day)	500.00	400.00
State Teleconference Access Rights	2,500.00	2,500.00
A.V. Expenses for facilities to receive T.V. transmission and audio by telephone (5 sights x $100)	500.00	100.00
Instructional Materials and Supplies		
Conference Handout Materials, Promotional Materials and Video Tape Copy Service	1,000.00	1,000.00
Office Supplies and Materials	100.00	100.00
Telephone	200.00	200.00
Mailing	200.00	200.00
Printing	0	853.00
Travel		
3000 miles x .21 per mile	630.00	630.00
Lodging		
2 days @ $69 per day and conference fees $40	178.00	178.00
TOTAL	**$9,091.00**	**$9,091.00**

Project Approach/Methodology

A National Marketing Education Teleconference on October 22, 1987, encouraged participation by marketing educators, educational administrators, advisory committee members, and business people. The teleconference was a significant professional development opportunity for marketing educators (See Appendix 1). They participated in a national conference through the use of current educational technology. The conference provided a technical update of the state of marketing in the United States as well as unveiled strategies that can be implemented by marketing educators to respond to the training needs in marketing. Those strategies will be in the form of recommended program standards, and a national marketing plan for marketing education (See Appendix 2).

The teleconference resulted from the work of three national committees formed as a result of the National Marketing Education Curriculum Conference held in 1980 and 1984. Those conferences listed the rapidly changing marketing environment and the need for marketing education at the local, state, and national levels to be responsive to future personnel development needs in marketing.

The primary needs identified through this conference were in the areas of curriculum, standards, and marketing planning. Committees were formed by the National Council for Marketing Education to respond to the conference recommendations. Those committees have been actively involved in research, dialogue, and development to define strategies for the profession. Their work forms the base for significant change in marketing education in the areas of curriculum and program involvements as well as personnel development.

To achieve national impact in an efficient and cost-effective way, and to demonstrate the value of technology in educational delivery, a national marketing education teleconference was held on October 22, 1987 (See Appendix 3). The teleconference was [illegible] to tie business and education together for the improvement of marketing practice and marketing education.

The teleconference was planned and coordinated by the National Marketing Education Strategy Committee appointed by the National Council for Marketing Education. Technical development and conference administration was provided through the Milwaukee Area Technical College with Dr. David Grypp, Associate Dean for Business Programs as Technical Advisor (See Appendix 4). The teleconference was delivered through satellite transmission and was made available to five locations with the capability of receiving those satellite transmissions in Pennsylvania.

The conference included approximately three hours of satellite transmission time and one hour discussion time coordinated at each receiving site. Conference participant materials were provided to each participant to guide participation in the teleconference and to highlight the curriculum framework, program standards, and marketing strategies. (See Appendix 5). Training for the state's conference coordinator was available at the Marketing Education Conclave held during the summer of 1987. Conference and post-conference activities were designed for curriculum and program development centered around new national directions and initiatives for Marketing Education.

The activities of the teleconference and post conference activities, which were evaluated to create an awareness of the unmet needs developed through national research consensus requiring significant change in marketing curriculum and program improvements.

The teleconference objectives are as follows:

1. To provide a technical update for marketing educators, administrators, and business people in marketing and educational technology for curriculum development.

2. To provide resources and strategies for marketing education program and curriculum improvement.

3. To review standards for program development and evaluation in marketing education.

4. To implement a marketing plan for marketing education.

PROJECT OBJECTIVES

A. Purchase the State Teleconference access rights.

B. Select and develop five sites for the conference.

C. Designate a site coordinator for each teleconference location to facilitate operation, registration and evaluation.

D. Designate an A.V. Coordinator for Technical Services for each site.

E. Receive, produce, duplicate and distribute to each participant a set of conference materials.

F. Produce a brochure and mail materials to announce and promote the conference to assure appropriate participation.

G. Evaluate conference and post conference activities to measure curriculum development.

Project Summary

A. The University of Pittsburgh purchased the Pennsylvania teleconference access rights from Milwaukee Technical College, 1014 N. Sixth Street, Milwaukee, WI 53203. The teleconference coordinator was Donna McCarty, telephone 414-278-1421. This activity was necessary to purchase the rights to receive the teleconference satellite transmission for five sites in Pennsylvania (See Appendix 6).

B. Dr. Frank Palmieri was designated as state conference coordinator. The coordinator's activities included site selection and development, conference

promotion, materials preparation and distribution, conference administration and evaluation, and any conference followup activities.

C. Develop five sites to receive the transmission and offer an appropriate meeting place for the teleconference workshop.

D. Designate a site coordinator and an A.V. Coordinator for each of seven teleconference locations to facilitate operations, registration and evaluation. (See Appendix 7).

E. Receive, duplicate and distribute to each participant a set of conference materials. The materials included a guide for participation in the teleconference and the materials developed by three national committees: (1) a curriculum framework and core curriculum, (2) program standards guidelines, and (3) a marketing plan for marketing education. (See Appendix 5).

F. Promoted the conference with a workshop brochure to assure appropriate participation of marketing teachers, administrators, advising committee members and business people. The Pennsylvania Marketing Education Association of Pennsylvania was designated as co-sponsor with the Pennsylvania Department of Education and the University of Pittsburgh for the teleconference. (See Appendix 8).

G. Evaluate teleconference, post conference activities and followup activities to measure curriculum development. (See Page 17-22, Appendix 5.) Both short-term and long-term evaluation strategies instruments were provided to each state as a part of the teleconference materials. Short-term evaluations will review the effectiveness of the conference, content, delivery strategy, and materials. Long-term evaluation will study the implementation of the core curriculum, standards and marketing strategies within the state. Three questionnaires were used at the Teleconference

sites; (1) School Questionnaire (Appendix 9), (2) Business Questionnaire (Appendix 10), (3) Marketing Student Questionnaire (Appendix 11), to get a profile of how Pennsylvania is positioning marketing programs. The National Marketing Plan was part of the package of materials given to the conference participants (See Appendix 12).

As a followup to the conference the Marketing Education teacher were surveyed concerning how well their curriculum meets the National Standards for Marketing Education. The instrument used for teacher response was the "Summary Profile Form" developed by the Standards Committee of the National Council for Marketing Education (See Appendix 13). The Summary Profile Form was mailed at the end of November, 1987. The National standards were part of the package of materials given to the conference participants (See Appendix 14).

Participant Evaluation

A total of 116 people attended the teleconference, from five sites, Luzerne County and Temple University sites were not included. The participants included 76 marketing teachers, 27 students and 12 business people.

Of the participants who rated the conference, a majority or 80% rated it as good, among which 28% think it was excellent. The content level and the terminology of the program were considered just right by most people (76% and 84%, respectively). However, 75% of the people think the program was too long. The handout materials were good (64% think so), and some think they were excellent (29%).

More than 70% of the participants believe that the taped presentations and the presenters were good. Opinions about the question-and-answer periods

were divided. 46.8% rated those as average, 37.7% rated them as good/excellent, and 15.6% think them poor.

Eight people asked a question over the telephone.

The three items that affected the teleconference experience (physical facilities, volume/audio reception, video reception) were rated as excellent by more than 60% of the people.

About 78.5% of the people think the teleconference met their objectives, and 86.8% of the people say the information gathered from the conference helps them in their jobs.

The strengths of this teleconference were reported as:

1. Interesting speakers
2. Panel discussion
3. Emphasis on marketing business interaction
4. Provides overall view of marketing

Aspects of the teleconference that need improvement:

1. Too long
2. Too slow
3. Panel's repetition

Most participants found out about this conference through the following ways: mail, instructors, brochure and other conferences.

Additional teleconferences needed:

1. Teleconference in advertising and merchandising
2. Small business
3. Entrepreneurship
4. A shorter teleconference designed for instructors

Target Market Survey

Results of School Response

1. 77% of the schools surveyed indicate that they believe at least 7 out of 10 of their students are taking marketing education for immediate employment.

23% of the schools surveyed indicate that they believe approximately 3 out of 10 students are taking marketing education for immediate employment.

2. 75% of the schools surveyed indicate that they believe less than 4 out of 10 of their marketing education students plan to attend college after high school.

   25% of the schools surveyed indicate that they believe more than 6 out of 10 students plan to attend college.

3. Only 30% of the schools surveyed tell us that more than 20 businesses are involved in their program.

   30% of the schools indicate that they have 10 to 20 businesses involved in their program.

   40% of the schools indicate that they have less than 10 businesses involved in their program.

4. 93% of the schools surveyed state that adults seeking career changes or job upgrading are negligible, numbering less than 10 students.

5. 57% of the schools surveyed indicate that they wish to have their present program's target market change.

6. Of those schools desiring a change 75% would like to see a change in favor of a college orientation while 25% favor a change towards an employment orientation.

Results of Student Response

1. Students responded nearly 2 to 1 (64% vs. 36%) that they are not taking marketing education for immediate employment.

2. 82% of the students stated that they enrolled in marketing education planning to attend college or a post-secondary school after graduation.

3. When asked how they heard about the marketing education program students responded as follows:

Friend or Relative	- 25%
Counselors or Advisors	- 25%
Tour of the Vo-Tech school	- 20%
Manuals or Course Lists	- 15%
Speakers	- 15%

4. When asked why they decided to take the marketing education program 63% of the students said that they wanted to learn more about business while 37% said that it was for employment reasons.

Results of Business Response Survey

1. When asked which target market they recommended for their local high school businesses responded as follows:

39% - Recommend programs for students planning to attend college.
33% - Recommend programs for students seeking immediate employment.
28% - Recommend programs for adults seeking career changes or job upgrading.

Conclusions Drawn from the Survey

The vast majority of high school marketing teachers reported that their students are taking marketing education for immediate employment. They further state that few students plan to attend college or post-secondary school after high school. This, however, is in complete contradiction to what the students say. Students overwhelmingly indicated that immediate employment is <u>not</u> why they are taking marketing education. They tell us that they are interested in learning more about business and that they are planning to attend college or some post-secondary school. Perhaps what is happening is that the student intends or desires to go on to college but does not. The reasons for this may be numerous. These students may very well find employment to be more attractive than continuing their education or perhaps these students are not what educators would label "College Material."

This may be what marketing teachers observe and thus conclude that most students enroll in marketing education for immediate employment. Should this be the case, it would appear that schools are not doing an adequate job in attracting businesses to their program, as less than 1/3 of the schools surveyed reportedly had more than 20 businesses involved in their program. 40% of the schools surveyed reported less than 10 businesses involved. This may be one way of attracting more students. One might conclude that if the schools are accurate in their premise that the majority of students are taking marketing education for immediate employment then the schools have an obligation to get more businesses involved in their program. It is interesting to note that 57% of all schools surveyed wish to have their program's target market changed. And of chose seeking a change, 3 out of 4 favor a change toward college orientation. This may explain why we do not have more businesses involved in these high school programs. It is also interesting to note that businesses recommended marketing education programs for students seeking employment or adults seeking career changes and job upgrading. There is a possibility that this may indicate a trend in business toward a need for better educated employees. However, should research not prove this to be the case then school administrators may find some validity in their quest for college bound programming. School administrators may be overlooking another substantial market--adults seeking career changes or job upgrading. Although 93% of the schools surveyed believe this market to be negligible, businesses don't quite agree. The bottom line remains that we must find innovative ways to attract more students to marketing education. Friends, relatives, touring the Vo-Tech school, manuals, course lists, and speakers are all among the ways that students have indicated their discovery of marketing education.

National Standards Survey

IS PENNSYLVANIA MEETING THE NATIONAL STANDARD FOR MARKETING EDUCATION?

1. Philosophy and Purpose

   86% of the educators surveyed believe that all 17 standards under this area are being met or exceeded.
   14% believe that only 2 out of the 17 standards under this area are not being met.

2. Organization and Administration

   72% of the educators surveyed believe that all 24 standards under this area are being met or exceeded.
   14% believe that 10 standards are not being met.
   14% believe that 2 standards are not being met.

3. Curriculum and Instruction

   72% of the educators surveyed believe that all 40 standards under this area are being met or exceeded.
   14% believe that 3 standards are not being met.
   14% believe that 10 standards are not being met.

4. Program Marketing

   72% of the educators surveyed believe that all 13 standards are being met or exceeded.
   14% believe that 3 standards are not being met.
   14% believe that 2 standards are not being met.

5. Financial Resources

   72% of the educators surveyed believe that all 8 standards are being met or exceeded.
   14% believe that 2 standards are not being met.
   14% believe that 1 standard is not being met.

6. Instructional Support Systems

   86% of the educators surveyed believe that all 33 standards are being met or exceeded.
   14% believe that 11 standards are not being met.

7. Program Marketing

   86% of the educators surveyed believe that all 8 standards are being met or exceeded.
   14% believe that 5 standards are not being met.

8. Advisory Committee

86% of the educators surveyed believe that all 8 standards are being met or exceeded.
14% believe that only 1 standard is not being met.

9. Vocational-Student Organization

100% of all educators surveyed believe that all 8 standards are being met or exceeded.

10. Evaluation

72% of the educators surveyed believe that all 4 standards are being met or exceeded.
14% believe that 3 standards are not being met.
14% believe that 2 standards are not being met.

Conclusion

After comparing the Pennsylvania marketing and distributive education scope of instruction to the national standards and the data from teachers we must conclude that Pennsylvania does in fact meet or exceed more than 90% of all the national standards for Marketing Education Programs at the secondary level.

APPENDIX

"Marketing ... Marketing"
Video Conference

The national video conference is designed to serve the needs of many different viewing audiences. These audiences include:

1. High School Marketing Educators: To in-service high school instructors on real-world marketing techniques and today's marketing environment; to introduce them to the target markets and survival strategies identified by the national marketing plan and disseminate the information needed for them to make program improvements at the local level.

2. Community College Marketing Instructors: To provide a technical update on current marketing practices of business; to build an awareness of opportunities available for expanding the delivery of their technical expertise to new market segments; to disseminate the information provided in the national plan on the future directions of marketing education.

3. College Marketing Instructors: To provide a technical update on the current and future environments of marketing; to learn of additional opportunities to serve business needs for personnel development and training in marketing.

4. Teacher Educators: To provide a technical update on the current marketing environment and changing marketing occupations; to provide detailed information on strategic planning in marketing education; to review ideas for pre-service and in-service programs to support target marketing strategies.

5. Proprietary Schools: Are a rapidly growing segment of a marketing education market. They buy marketing education texts and teach a primary vocational marketing education curriculum as well as traditional marketing subjects for those preparing for non-marketing employment. They embrace marketing instructors, programs, courses, and students that are legitimately within the marketing education realm.

6. Corporate Trainers: To acquaint corporate training directors (and trainers) with the resources available through marketing education (i.e., materials, strategies, personnel); to introduce the marketing education network of local instructors as a potential delivery system for branch training and development; to offer professional development in marketing for trainers (training directors) without marketing experience and/or training; to introduce the national level network of marketing education resources (e.g. DECA, Marketing Education Resource Center, Marketing Education Association).

7. High School Counselors and Principals: To acquaint them with the importance of marketing careers so as to build continued support for existing programs and the initiation of new programs where none presently exist.

8. Community College "Administrators": To acquaint them with the current practices of marketers in today's business community; to build support for the program adaptations that will be necessary to accomodate a changing educational marketing environment; to acquaint them with the importance and growth potential of marketing careers.

9. State Department Personnel: Many State Department of Education employees who have responsibility for marketing education have professional preparation in other areas. They will profit from our efforts to describe marketing education and a plan for its improvement. It will help our main-line supervisors with fodder for program improvement.

10. Potential Students: To acquaint them with marketing careers and demonstrate to them the value of enrolling in a marketing education program.

11. Present Students: To update them on the field of marketing as it is currently practiced in the "real world"; to increase their satisfaction with the program in which they are presently enrolled.

12. Legislators: At the state and federal level, legislators are in a position to influence fiscal legislation that has a direct effect on marketing education.

13. Business Leaders: To offer professional development in marketing; to provide an orientation to the marketing education program - its curricula, standards, and program options; to differentiate marketing education from other community based experiential programs (e.g., reinforce the training/education focus of marketing education as differentiated from work-release programs); to introduce marketing education as a potential resource for economic development; to extend the validity of marketing education as a viable nationwide delivery system, reinforcing the need for common directions and consistent levels of programming.

14. Junior Achievement Groups: To acquaint them with marketing education as it presently exists in the nation's schools and strengthen their understanding of how closely marketing education programs are related to the purposes of Junior Achievement; to build a base of support in the business community for marketing education in the public schools.

"MARKETING ... MARKETING"

VIDEO CONFERENCE

CONTENT UNITS

Marketing-The Competitive Edge. This unit will emphasize the breadth of the marketing functions in the American Economy. Participants will have an opportunity to assess the current day image of marketing and its role in the economic foundations of the United States. Product differentiation strategies used by both private and public sector organizations are featured. The audience will also have the opportunity to realize the importance of "niche" marketing and to understand how market positioning is accomplished.

The Changing Market. The rapidly changing societal and economic factors which constantly influence the success of marketing organizations is discussed. Key demographical, psychographical, and political trends are identified and analyzed with the potential impacts upon specific businesses. International opportunities are a key element in this unit. A major focus is placed upon the importance of gathering information and using it for planning purposes.

Tomorrows Marketer. The focus of this unit is upon how marketers will operate in the future and the specific skills that will be needed by marketers. Included will be the future job markets, economic cost/value of training, human resource developments strategies, and training resource valuation. Additionally, the nature of the marketing organizations of the future will be examined. The audience will have the opportunity to recognize the importance of the human resource as an economic asset, broaden the concept of where and how marketing is learned, gain a global view of the future job market, and examine the marketing strategies which will be used by business in the future.

Marketing Educations Plan For Tomorrow. As commissioned by the National Council of Marketing Education (NCME), a national marketing plan for marketing education will be rolled out. The plan will focus on how local, state, and national professionals in marketing education can work collaboratively to increase the marketing skills of the United States. The plan will feature key strategies to increase enrollment in marketing programs. Updated curriculum models and new standards of evaluations for programs throughout the United States will be presented. Implementation strategies through 1990 will be discussed. National leaders will present the challenge and commitment to move marketing education ahead in the United States through the year 2000.

Marketing

MARKETING

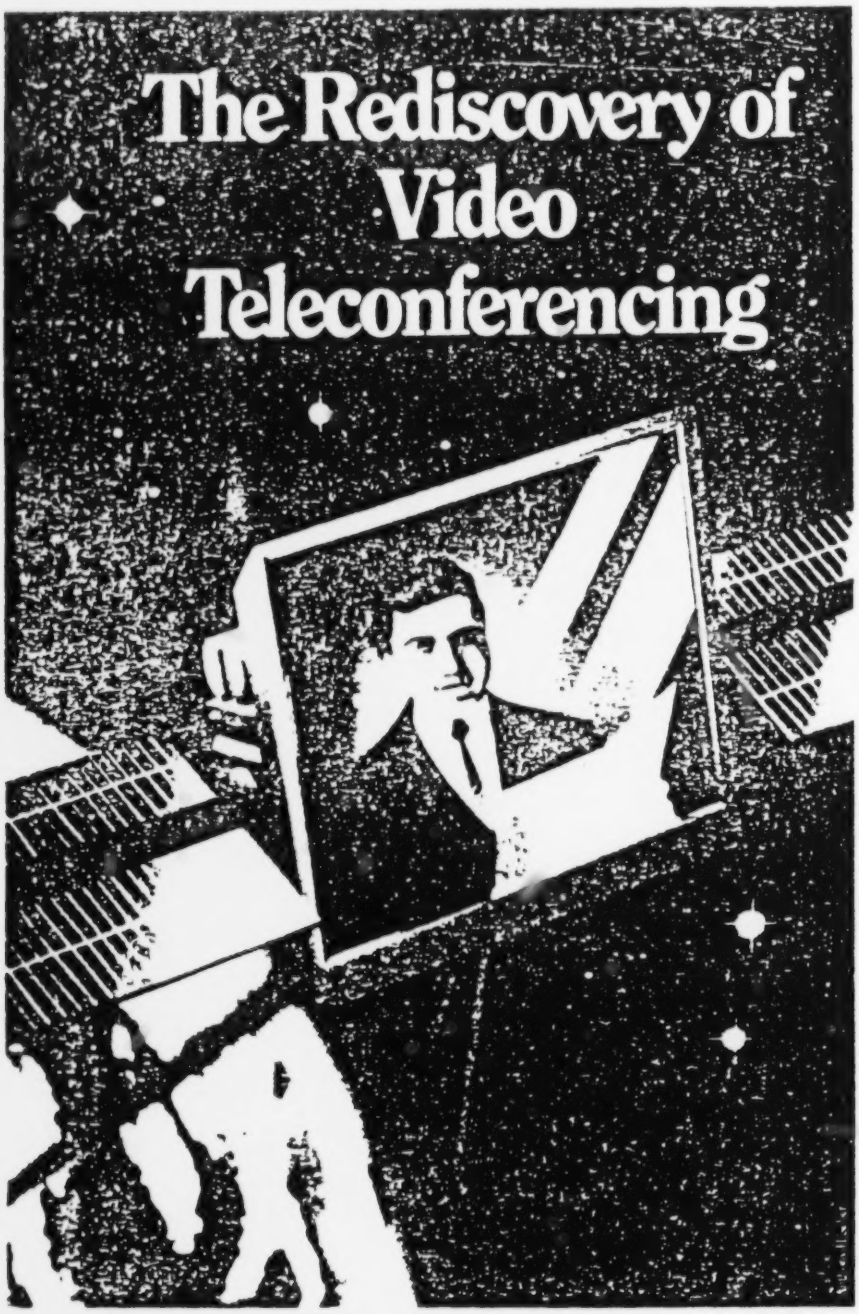
October 22, 1987

Dave Grypp
Teleconference Director
Milwaukee Area
Technical College
5555 West Highland Road
Mequon, Wisconsin 53092
(414) 242-6500 x 337

Donna McCarty
Teleconference
Coordinator
WMVS/WMVT
1015 North 6th Street
Milwaukee, Wisconsin 53203
(414) 278-1421

Reprinted with permission from the Sept. 1986 issue of TRAINING, The Magazine of Human Resources Development. Copyright 1986, Lakewood Publications Inc., Minneapolis, MN (612) 333-0471. All right reserved.

For years it's been the medium of choice for flashy special events. Suddenly it seems poised to become a delivery system for meat-and-potatoes training.



The Rediscovery of Video Teleconferencing

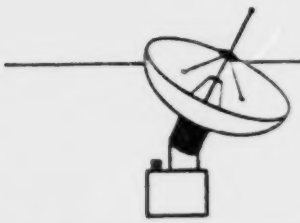
Has the video teleconference come of age as a training medium? Consider a few signposts.

Today, according to *Marketing Communication* magazine, teleconferencing is a $150-million-a-year business. With a growth rate of 30% per year, it's the fastest-growing segment of the telecommunications industry. And a lot of those "conferences" are actually video teletraining. Associations, universities and an increasing number of corporations have embraced the videoconference as an important instructional medium.

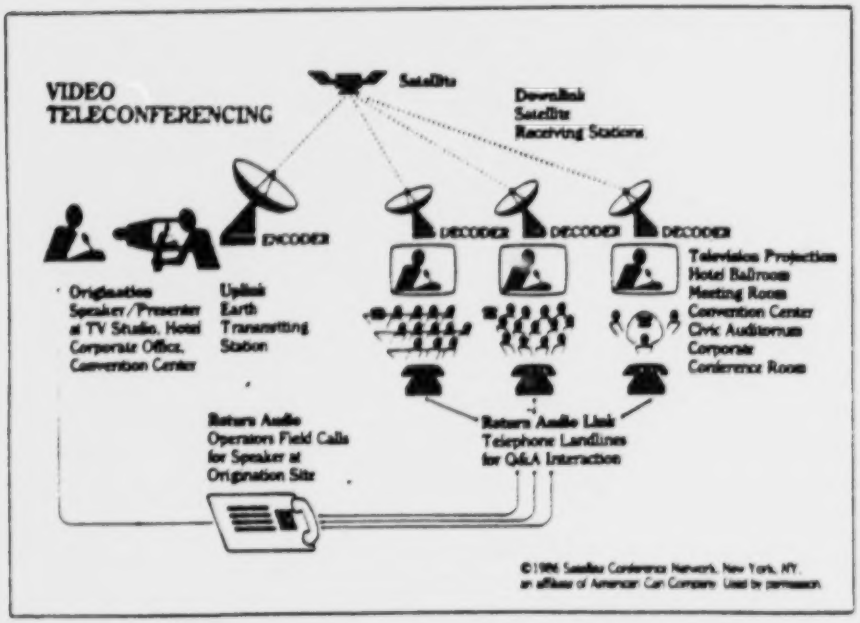
This year, says Emily Rothrock, spokeswoman for the American Hospital Association, AHA will beam a dozen major programs to member hospitals. Rothrock claims that the average AHA telecast is picked up by 250 of the 1,000 member hospitals that have either satellite or microwave receiving equipment. A May 8 teleconference featuring "Excellence" guru Tom Peters was "brought down" by 450 hospitals.

The National University Teleconference Network (NUTN) has an even more ambitious schedule. According to E. Marie Oberle, director of the Oklahoma State University-based consortium of 171 accredited colleges with teleconferencing capability, the network has carried over 100 ad hoc videoconferences (i.e., temporary hookups for special events) in its four years of operation. NUTN programs cover topics ranging from accounting to law to salesmanship. The largest program the network has carried—in terms of number of approved downlinks (earth stations that receive satellite signals)—was a "1985 World Food Day" symposium taken down by 250 colleges and universities in the United States and Canada.

The American Management Association (AMA) got into the teleconferencing business last year via the U.S. Chamber of Commerce's American Business Network (BizNet). The AMA/Chamber videoconferences, dubbed "Seminars by Satellite,"[1] have so far covered cold-call selling, professional development for secretaries, management skills for first-line



Does it endure and prosper after 'Gee whiz!' has given way to 'So what?'



similar teleconference limited to U.S.-only networks. More than 30,000 people in 500 locations took part in that one.

One Step at a Time

Big events, impressive though they may be, do not a reliable communications channel make. The high-profile, ad hoc videoconference has been around since the first confluence of television, satellites, money and corporate ego. Extravaganzas are the seasoning, not the staple of a videoconferencing operation. The meat-and-potatoes question is whether a medium can swim efficiently and effectively in the mainstream of corporate communication and training. Does it endure and prosper after "Gee whiz!" has given way, as it inevitably does, to "So what?"

Videoconferencing is definitely beyond the "Gee-whiz" stage at places like Hewlett-Packard, JC Penney, Aetna Life and Casualty, Atlantic Richfield, Ford and General Motors.

In 1983 Hewlett-Packard became the first corporation to build its own permanent Ku-band satellite business television network—dubbed HPTV. According to Marika Ruumet, HP's television network manager in Palo Alto, CA, HPTV evolved from a strictly special-event-type schedule of new product introductions and training. "We ran on an ad hoc basis for two years. After a while we saw that renting equipment and conducting special events was no longer cost-effective. Our projected use told us we would buy the equipment several times over through leasing. So we bought our own system." Ruumet calls the whole process a step-by-step and "very logical" progression.

Today HP has more than 90 permanent receive sites and originates 20 hours of programming a week. HPTV also has begun "internetworking," that is, picking up a videoconference originating in another network, then rebroadcasting it. "If you count the feeds we rebroadcast from Chico [Chico State University] and NTU [National Television University], we're running closer to 60 hours a week," says Ruumet.

A "step at a time" also describes JC Penney's entrance into the video teleconferencing business. As explained by Ed Sample, general manager of JCPC's videoconferencing subsidiary, NTN, the company's first steps into teleconferencing sound downright timid. "We were pretty cautious," Sample admits, "but we had a problem to solve and teleconferencing seemed a logical conclusion." The problem was that JCPC's store-level buyers were spending a lot of time and money commuting to New York twice a month to look over new merchandise. Teleconferencing seemed like a great alternative, *if* the same quality of business could be conducted over the airwaves—a big "if" to Sample and his fellow buyers.

"To test the idea, we split into two groups. One group met as we had been, face-to-face in the New York headquarters. The rest of us met down the hall in another room by coaxial cable," he explains. After about six months of mock videoconference meetings, the Penney merchandise specialists compared notes and voted to do a real videoconference test. Today JC Penney is not only a dedicated user of videoconferencing, but a for-profit producer of programs as well.

JCPC has a heavy in-house broadcast schedule serving 110 stores and 50 regional and district offices. In addition, JC Penney Communications, Inc., another subsidiary, has produced videoconferences for a number of the parent corporation's *Fortune 500* neighbors in New York City, among them NBC, ABC, Nippon Electronic Co., Pizza Hut and Procter & Gamble. The new videoconferencing subsidiary, NTN, will begin operation this fall as a supplier of training to small retailers located in shopping malls. NTN not only will produce its own programs but will mount productions for other training vendors interested in videoconferencing.

At ComputerLand a unique experiment is under way to test the efficacy of videoconferencing as a major training and information disseminator. According to Al Maggio, manager of television production for the Hayward, CA-based computer-retail chain, the corporation wants to know if videoconferencing offers benefits that go beyond travel-cost savings, before committing to a costly, fixed system.

Maggio says ComputerLand has

District Offices 1015 NORTH SIXTH STREET MILWAUKEE WISCONSIN 53203

TO: All State Supervisors of Marketing Education

FROM: The National Council on Marketing Education's
Marketing Strategy Committee
Karen Zwissler, Chairperson K.Z.
and
Dave Grypp, Teleconference Director D.G.

DATE: October 22, 1986

RE: NATIONAL ROLL OUT OF THE MARKETING PLAN FOR MARKETING EDUCATION

Plans are currently being finalized to introduce the Marketing Plan for Marketing Education via a National Teleconference entitled "Marketing...Marketing." This four and one-half hour teleconference, scheduled to air October 22, 1987, will introduce the entire nation's Marketing Education community to the findings and recommendations of the curriculum, standards, and marketing committees.

The teleconference will draw on the expertise of professional marketers in business and education. In addition, it is being designed to expand the professional growth horizon for educators across the country, not only in its content base, but also in delivery technology. We encourage you to target the professional development funds in your future budget plans for this teleconference, so that your local teachers can participate in this national event.

The teleconference will include a full support package of collateral materials. Down-link rights for your entire state will be available for $2500. Early payment, commitment of the signed contract plus $250.00 earnest money by January 15, 1987, will allow states a purchase price of $2200. Provisions are also available should a state wish to extend the remaining payment over two fiscal years.

Should you wish to seek funding for "Marketing...Marketing" in your state, we suggest you apply for Carl Perkin's monies under section "II B" (see enclosed guidelines). Other alternatives for funding the teleconference are charging an inservice conference fee to participants and/or coordinating it with your state's fall conference. "Marketing...Marketing" offers unlimited potential for creative opportunities to make money for your state.

Details of the teleconference will be presented at the Marketing Education meeting at AVA in December. If you or a representative from your state cannot attend, please request information on the presentation from Karen Zwissler (414) 278-6856 or Dave Grypp (414) 242-6500, ext. 237.

Please make plans now to participate in this cost-effective, high-tech, comprehensive program which addresses the future of Marketing Education for high school, post-secondary, and adult educators on a local, state, and national level. We look forward to seeing you at AVA so we can share with you highlights of the national marketing plan and the exciting teleconference. As one state supervisor commented during a discussion of the teleconference at the Marketing Conclave in St. Louis, "This teleconference could be the greatest thing that happened to Marketing Education in 20 years."

Marketing

MARKETING

NATIONAL VIDEOCONFERENCE

October 22, 1987

Participant Materials

"Marketing...Marketing"

WELCOME

The "Marketing...Marketing" Videoconference will offer you the opportunity to interact in a unique professional learning experience. It is specifically targeted at examining the issue of how the field of marketing is changing and what education will need to do to prepare individuals in that field. During this videoconference, you will have the opportunity to hear from experts in the field of marketing and education. Your telephone questions will be answered live on the air by expert panelists.

This Participant Package has been specially designed to enhance the effectiveness of the videoconference. The agenda will allow you to construct a mental time frame of the videoconference. In the note pad section, an abstracted outline is provided for your convenience in focusing on key topics presented by the individual executives and the panel members. The evaluation form will provide the videoconference designers and the National Council of Marketing Education with critical information needed to continue to provide quality services to the field of marketing and marketing education.

We know that you will enjoy your role as a participant in the videoconference. The National Council of Marketing Education and the Continuing Education Division of Milwaukee Area Technical College thank you for your participation.

"Marketing...Marketing"

Tentative Agenda

(Eastern Time)

10:30 a.m.	1) Site sign on
11:00 a.m.	2) "Marketing...Marketing"
11:05 a.m.	3) Dynamics of Marketing
11:20 a.m.	4) Target Marketing
11:50 a.m.	5) Participant - small group activity
12:10 p.m.	6) Changing Market
12:35 p.m.	7) Telephone call in session
1:00 p.m.	8) Break (30 minutes)
1:30 p.m.	9) "Marketing...Marketing" continues
1:33 p.m.	10) The Competitive Edge
1:44 p.m.	11) Tomorrow's Marketer
2:13 p.m.	12) Participant small group activity
2:33 p.m.	13) Preparing for Tomorrow's Careers
3:05 p.m.	14) Telephone call in session
3:30 p.m.	15) "Marketing...Marketing" wrap-up

"Marketing..Marketing"

PARTICIPANT - NOTE PAD

PART ONE

WELCOME - National Council of Marketing Education

DYNAMICS OF MARKETING :
Discusses the function of marketing and its economic impact in the United States today.

Panel discussion

TARGET MARKETING :
The focus of this segment is on how Target Marketing is used in business and education. This major segment includes several interviews with key executives of national companies:

- **AMERITECH SERVICES**

Marketing...Marketing"

PARTICIPANT - NOTE PAD

Panel discussion

Group activity - Developing Your Target Market

Panel discussion

CHANGING MARKET :

This key segment of the program examines the major changes that have taken place in the U.S. Economy during the eighties.

- **THE SERVICE ECONOMY**

"Marketing...Marketing"

PARTICIPANT - NOTE PAD

- **AMERICAN CITY BUSINESS JOURNALS**

- **SPIEGELS**

- **DR. HARLAND SAMSON - University of Wisconsin.**

There are many markets for marketing education. Dr. Samson reflects on the five potential target markets established in the national marketing education plan.

"Marketing...Marketing"

PARTICIPANT - NOTE PAD

- **THE INTERNATIONAL INFLUENCE**

- **GROWTH OF SMALL BUSINESS**

- **KOSS CORPORATION**

"What went wrong in Marketing?" is the general theme of the Koss interview. From market dominance to bankruptcy and back is the focus of this discussion.

"Marketing...Marketing"

PARTICIPANT - NOTE PAD

- **DR. DEBRA POPO - Chairperson, NCME Curriculum Commitee.**

The new curriculum framework is discussed by Dr. Popo. Highlights of this curriculum are presented.

Panel discussion

Participant call-in segment

End of Segment 1- Lunch Break

"Marketing...Marketing"

PARTICIPANT - NOTE PAD

PART TWO

THE COMPETITIVE EDGE :

How marketing fits into the competitive environment, and the need to develop marketing personnel with a competitive spirit. is presented.

Panel discussion

TOMORROW'S MARKETER :

This major segment focuses on how business' may operate in the future and what education will need to do to prepare people for that environment.

- KEY DEMOGRAPHICS

"Marketing...Marketing"

PARTICIPANT - NOTE PAD

- **BUSINESS TRENDS**

- **KETTLE MORAINE HOSPITAL**

Developing a successful marketing operation through participative management is highlighted in this interview. This organization has focused on the success of the individual employee in building its' organization.

- **TOMORROW'S MARKETING EDUCATION PROGRAMS**

"Marketing...Marketing"

PARTICIPANT - NOTE PAD

- **BUILDING TOMORROW'S IMAGE**

Panel discussion

Group activity - Planning for Your Market

"Marketing...Marketing"

PARTICIPANT - NOTE PAD

PREPARING FOR TOMORROW :

This segment focuses on the need for quality and training in preparing or re-training individuals for success in the field of marketing. The Marketing Education Plan is highlighted.

- **THE NEED FOR QUALITY**

- **BUSINESS AND INDUSTRY TRAINING**

- **NCME MARKETING STRATEGY COMMITTEE.**

The national marketing plan is discussed from an organizational standpoint. Highlights are presented and national leaders comment on the role of their organizations in the marketing education plan.

"Marketing...Marketing"

PARTICIPANT - NOTE PAD

- **THE ECONOMIC IMPACT OF EDUCATION**

- **PLAN IMPLEMENTATION**

Panel discussion

Participant call-in segment.

Summary

"Marketing...Marketing"

Participant Planning Activity - Part A

Complete the following questions after receiving instructions from the videoconference host.

1. What are the primary target market(s) that your organization or program currently serves?

2. How could you increase your effectiveness in the market(s)?

3. Into what market would you most like to expand?

4. Briefly describe your perception of the needs of the market(s) identified in #3.

"Marketing...Marketing"

Participant Planning Activity - Part B

Complete the following questions after receiving information from the videoconference host.

5. What product would you deliver to that market identified in #3?

6. Where would that product(s) be delivered?

7. How would you promote this product(s)?

8. What price would your customers be willing to pay?

9. When will you initiate action to enter that market?

QUESTION FORM FOR USE DURING THE VIDEOCONFERENCE

Write your question before going on the air. This will help you to focus clearly on what you want to ask.

NAME_____

ORGANIZATION_____

CITY_____

QUESTION:

TO WHOM IS THIS QUESTION DIRECTED?_____

ANYONE ON THE PANEL_____

QUESTION FORM FOR USE DURING THE VIDEOCONFERENCE

Write your question before going on the air. This will help you to focus clearly on what you want to ask.

NAME_____

ORGANIZATION_____

CITY_____

QUESTION:

TO WHOM IS THIS QUESTION DIRECTED?_____

ANYONE ON THE PANEL_____

"Marketing...Marketing" Videoconference
October 22, 1987

PARTICIPANT EVALUATION FORM

1. Viewing site _____
   Site Location _____
2. Your Position/Occupation _____
3. Overall, how would you rate this teleconference?
   _____Excellent _____Good _____Fair _____Poor
4. The content level was _____too high _____too low _____just right
5. The program's terminology was _____too high _____too low _____just right
6. The program length was _____too long _____too short _____just right
7. The Handout Material was _____Excellent _____Good _____Fair _____Poor
8. Please rate the items listed below concerning the content of the video portions of the teleconference.

	POOR	AVERAGE	GOOD	EXCELLENT
a. The taped presentations were	___	___	___	___
b. The presenters were	___	___	___	___
c. The question and answer periods were	___	___	___	___

9. Did you ask a question over the telephone? ___Yes ___No
10. Please rate the items listed below that affected the teleconference experience.

	POOR	AVERAGE	GOOD	EXCELLENT
a. Physical facilities	___	___	___	___
b. Volume/audio reception	___	___	___	___
c. Video reception	___	___	___	___

11. Did this teleconference meet your objectives for attending?
    _____Yes _____No
    Comments:

12. Will the information you gathered from this teleconference help you in your job? _____Yes _____No
    Comments:

13. What did you consider to be the strengths of this teleconference?

14. What aspects of this teleconference need improvement?

15. How did you find out about this teleconference?

16. What additional teleconferences would you like to see offered?

THANK YOU FOR YOUR TIME

"Marketing...Marketing" Videoconference
October 22, 1987

FOR ALL PARTICIPANTS

1) Strongly Disagree
2) Disagree
3) Undecided
4) Agree
5) Strongly Agree

_____ 1. The videoconference was an appropriate method of introducing the marketing plan, curriculum framework, and standards projects.

_____ 2. The materials received at the videoconference were useful during the conference.

_____ 3. Facilities were appropriate.

_____ 4. I feel more positive about marketing than I did before the videoconference.

_____ 5. I feel more positive about Marketing Education than I did before the videoconference.

_____ 6. High school Marketing Education programs are valuable to a broad range of students.

_____ 7. Adult and/or postsecondary Marketing Education programs are valuable to a broad range of students.

_____ 8. Marketing Education can make useful contributions to the business community.

_____ 9. Potential students should develop basic skills (e.g., math or communications) prior to enrolling in marketing classes.

_____ 10. If offered, I would attend future videoconferences on various aspects of Marketing Education.

Please check the description in each category that best represents you:

11. Position (Check one only)

_____ Businessperson, HRD or personnel
_____ Businessperson, management in large firm
_____ Businessperson, management in small firm
_____ Businessperson, marketing responsibilities
_____ Marketing instructor
_____ Marketing Education Teacher Educator
_____ Administrator of M.E. program
_____ Guidance
_____ Student
_____ Private consultant

12. Experience with Marketing Education (M.E. personnel please skip to Item 13)

_____ Extensive involvement with M.E. program
_____ Moderate involvement with M.E. program
_____ Low involvement with M.E. program
_____ No prior involvement with M.R. program

13. Member of National Marketing Education Association?

_____ Yes
_____ No

14. Member of National DECA?

_____ Yes
_____ No

15. Primary interest area

_____ High School Marketing Education
_____ Postsecondary associate marketing program
_____ Adult/postsecondary non-degree marketing program

Specific suggestions/comments:

"Marketing...Marketing" Videoconference
October 22, 1987

FOR MARKETING INSTRUCTORS, ADMINISTRATORS, TEACHER EDUCATORS

1) Strongly Disagree
2) Disagree
3) Undecided
4) Agree
5) Strongly Agree

As a result of participation in the videoconference, I

_____ 1. have a better understanding of marketing strategies being used in the private sector.

_____ 2. obtained content ideas/examples/cases that will be useful in the classroom.

_____ 3. have a better understanding of the role of Marketing Education.

_____ 4. believe that Marketing Education's role in the high school curriculum will expand during the next five years.

_____ 5. believe that Marketing Education degree programs will expand in the technical/community college.

_____ 6. believe that Marketing Education non-degree programs will expand in adult education (non-degree) program.

****

_____ 7. A Marketing plan for marketing education can be implemented on a national basis.

_____ 8. The target markets identified in the marketing plan are appropriate.

_____ 9. I have enough information to begin implementing the appropriate parts of the marketing plan.

_____ 10. A national promotional plan can and should be implemented to support the marketing plan.

_____ 11. The Marketing Education Association (MEA) should make the marketing plan a significant part of its program of work.

_____ 12. DECA should make the marketing plan a significant part of its program of work.

_____ 13. The Marketing Education Resource Center (i.e., IDECC) should make the marketing plan a significant part of its program of work.

_____ 14. I need additional training and support materials to help implement the marketing plan.

_____ 15. I need additional training and support materials to help implement the promotional plan.

_____ 16. If appropriate support (e.g., training and materials) is available, I am willing to implement the marketing and promotional plans locally.

_____ 17. If available, I would attend a workshop/seminar to learn more about the marketing/promotional plans.

_____ 18. The curriculum framework is appropriate for communicating the "substance" of what we should teach in Marketing Education.

_____ 19. The core curriculum (i.e., list of core competencies) to be taught in all Marketing Education programs is important for strengthening Marketing Education nationwide.

_____ 20. I plan to implement, where appropriate, the core competencies as part of my total marketing curriculum.

_____ 21. (secondary-level instructors, administrators, teacher educators) The standards and evaluation criteria are important for strengthening Marketing Education nationally.

_____ 22. (secondary-level instructors, administrators, teacher educators) I plan to use the standards as a guide for a self-review of my marketing program.

_____ 23. (postsecondary/adult-level instructors, administrators, teacher educators) A set of program standards would be useful for self-review.

_____ 24. (postsecondary/adult-level instructors, administrators, teacher educators) A set of postsecondary/adult standards is important for strengthening Marketing Education nationally.

_____ 25. Teacher educators should use the content of the videoconference and related documents as a component of teacher-preparation programs.

Please check the description in each category that best represents you:

26. Position (Check one only)

_____ Marketing instructor
_____ Teacher Educator
_____ Administrator/Supervisor
_____ Private consultant

27. Member of National Marketing Education Association?

_____ Yes
_____ No

28. Member of National DECA?

_____ Yes
_____ No

29. Primary interest area

_____ High School Marketing Education
_____ Postsecondary associate marketing program
_____ Adult/postsecondary non-degree marketing program

30. Years of experience (not including college/business) in Marketing Education

_____ less than 5
_____ 6-15
_____ more than 15

Specific suggestions/comments:

MARKETING PACKAGE

The price of the teleconference includes reproducible participant materials and a site facilitator's manual. This manual contains the information needed for setting up a downlink site, such as technical specifications, planning suggestions, and telephone interaction instructions.

Along with these collateral materials, each organization purchasing state's rights will receive a special marketing package. Included in the package are the following:

* Reproducible brochure copy
* Stats of logo
* Camera-ready ad
* News releases
* Public service announcements
* 3 television spots promoting marketing education

Remember this package is only available to state-wide rights purchasers.

VIDEOCONFERENCE PRICING STRUCTURE

States Rights

$2,500 Downlink rights for entire state with videotaping privileges for in-state use. This fee will allow the videoconference to be received in all locations within the state authorized by the state's conference coordinator.

$2,200 Special AVA discount with the same downlink and videotaping rights as above. A signed contract plus $250 earnest money received by January 15, 1987, will secure this price.

For states operating under July 1 through June 30 fiscal years, payment of either fee can be split between fiscal years 87 and 88 with the first payment due June 30, 1987, and the second due October 20, 1987.

Teleconference sponsors may begin to market the videoconference directly to other organizations after March 15, in those states for which exclusive rights have not been secured. After this date individual sites desiring videoconference rights not available through state directors will be serviced directly by the conference sponsors.

"Marketing Marketing"
State Rights Program Contract

State rights for marketing and distribution of the "Marketing Marketing" teleconference including full videotape duplication and re-use of the program within the state are provided to the State of _____ represented by _____ under the following payment schedule:

_____ A. $2200 AVA Discount

Enclose check or purchase order in the amount of $250 Payable to the Milwaukee Area Technical College by January 15, 1987.

MATC will bill the balance of $1950 which must be paid by check or purchase order prior to October 20, 1987.

_____ B. $2200 AVA Discount with split payment

Enclose check or purchase order in the amount of $250 Payable to the Milwaukee Area Technical College by January 15, 1987.

MATC will bill the balance of $1950 in two payments.

Payment 1 in the amount of $975 must be paid by check or purchase order by June 30, 1987.

Payment 2 in the amount of $975 must be paid by check or purchase order by October 20, 1987.

_____ C. $2500 Standard Rate

A check or purchase order in the amount of $2500 must accompany this form and be payable by March 15, 1987.

_____
Authorized Signature

Direct all future correspondence on this program to:

Name _____ Title _____

Organization _____ Bus. Phone _____

Address _____

City _____ State _____ Zip _____

PLEASE RETURN THIS FORM TO: Donna McCarty, Teleconference Coordinator
Milwaukee Area Technical College
1015 N. Sixth St., Milwaukee, WI 53203
414-278-1421

Marketing MARKETING TELECONFERENCE
Pennsylvania Site Coordinators

1. Mr. Elliott Klein
   2200 Park Road, Myer Park
   McKeesport, PA 15132

2. Ms. Blanche Curran
   R.D.#2 Box 2240
   Pottsville, PA 17901

3. Mr. Anthony Piro
   Greater Johnstown AVTS
   455 Schoolhouse Road
   Johnstown, PA 15904

4. Ms. Ann H. Frost
   York County AVTS
   2179 South Queen Street
   York, PA 17402

5. Mr. Joseph Porio
   Pittsburgh Public Schools
   635 Ridge Avenue
   Pittsburgh, PA 15212

6. Ms. Jeanette Leuchak
   Harley Road, R. D. #4
   Pottstown, PA 19464

7. Dr. Jerome Leventhal
   Temple University
   334 Ritter Hall Annex
   13th & Columbia Avenue
   Philadelphia, PA 19122

Marketing MARKETING

A videoconference featuring national leaders in business, marketing, and education who will:

- spotlight the role of marketing as a competitive tool
- explore the role of marketing education
- define the national plan for marketing education
- Present suggestions for local curriculum revisions

October 22, 1987

The Marketing MARKETING videoconference is produced by the Milwaukee Area Technical College and sponsored in Pennsylvania by:

- University of Pittsburgh
- Pennsylvania Department of Education
- Marketing Education Association of Pennsylvania (MEA)

Marketing Teacher-Coordinators should invite:

- Administrators
- Counselors
- DECA Officers or Representatives
- Advisory Committee Members
- Key Business and Community Leaders

INTERACTIVE VIDEO TELECONFERENCE

Be informed

Come to the Marketing **Marketing** videoconference and learn about the national plan for marketing education, a plan developed in response to a changing, more sophisticated and competitive marketplace.

See marketing in action in large and small businesses plus interviews with national leaders in marketing from:

- U.S. Office of Education
- Pepsi-Cola Co.
- Siemens Energy
- Dunn's Marketing
- Hart, Schaffner & Marx
- Bureau of Labor Statistics, Economic Growth and Employment
- Dunn & Bradstreet Corp.

Be involved

Throughout the program, Marketing **Marketing** involves you in group discussions and practical, problem-solving exercises based on your videoconference study guide and also provides call-in sessions in which you can ask questions and share ideas with host panel members.

Cost

A $5.00 Conference Fee will be charged at the sites to cover coffee, donuts and lunch.

Teleconference rights paid by the PA Department of Education.

Be here

MARKETING TELECONFERENCE SITES
OCTOBER 22, 1987

1. Community College of Allegheny County, Boyce Campus, Monroeville
2. Pittsburgh Public Schools, Schenley High School, Oakland
3. University of Pittsburgh, Johnstown Campus, 200 Bittle Hall
4. PA Department of Education, Honors Suite, 333 Market St., Harrisburg
5. Berks County IU 14, 2900 St. Lawrence Ave., Antitiem (Reading)
6. Luzerne County Community College, Conference Center, Nanticoke
7. Temple University Hospital Conference Center Auditorium, Philadelphia

SPECIFIC SITE INFORMATION WILL BE SENT TO THE MARKETING TEACHER UPON RECEIPT OF REGISTRATION FORM

Get first-hand information

- **Target marketing**
  - — how to identify your target market
  - — how to establish a company through target marketing
  - — examples of successful national companies' experiences

- **The Changing Market**
  How people, business, and education deal with change:
  - — key demographic, psychographic, and political trends are identified, analyzed, and put to use for planning purposes

- **The Competitive Edge**
  How market positioning is accomplished
  - — product differentiation strategies
  - — benefits of marketing education and DECA

- **Tomorrow's marketer**
  What specific skills will marketers need and where and how will they be learned?
  - — future job markets for marketing students
  - — marketing strategies for the future

- **The National Marketing Education Plan:**
  preparing for tomorrow's jobs
  - — key tactics to increase marketing program enrollment
  - — updated curriculum models and new standards of program evaluation
  - — implementation strategies to highlight the role of marketing education in increasing the quality of marketing in the U.S.
  - — examples of high-quality vocational marketing education programs

Get ready ***now*** for marketing in the 1990s

Educators, school administrators, business people, advisory committee members, counselors, and students, join your colleagues across the country at Marketing **Marketing** for a stimulating and exciting exchange of ideas and information critical to marketing education. At the videoconference you'll receive:

- The National Marketing Plan for Education
- materials describing the new core curriculum for marketing education
- Marketing **Marketing** video-conference study guide

CONFERENCE AGENDA:

9:30 a.m.	Registration - Coffee
10:00-11:00	Site Facilitator Review of: • Participation Materials • National Marketing Education Standards • Marketing Plan & Curriculum
11:00-1:00	Live Teleconference
1:00-1:30	Lunch (provided)
1:30-3:30	Live Teleconference
3:30-3:45	Implementation Strategy
3:45 p.m.	Adjournment

University of Pittsburgh
SCHOOL OF EDUCATION
Department of Instruction and Learning

September 29, 1987

Dear Administrators:

"Marketing MARKETING" is a nationwide interactive video teleconference using satellite communications capability as reported in the national journals. Pennsylvania has purchased the teleconference rights through a Pennsylvania Department of Education project grant with the University of Pittsburgh, Marketing Education Program.

The National Marketing Education Teleconference will be aired on Thursday, October 22, 1987 in seven sites simultaneously across Pennsylvania. The teleconference is part of an all day workshop sponsored by the University of Pittsburgh in conjunction with other Pennsylvania universities. Co-sponsoring the workshop is the Pennsylvania Marketing Education Association. A $5.00 workshop fee to cover lunch and refreshments will be charged at the site. The list of sites, registration information, agenda and other details are included in the enclosed brochure.

I wanted Marketing Educators and Administrators to be informed about the plan for this important workshop on October 22, 1987. The main objective of the workshop teleconference is curriculum development to provide a technical date for Marketing Educators, Administrators, Advisory Committee members, major employers of your co-op students, Co-op Coordinators, key students and counselors. Marketing Program instructors have brochures and the registration form. Enclosed are public relations newsletters, 30 and 60-second radio announcements which you can adopt for your local use and sponsorship.

Please regard this workshop teleconference as a major curriculum update activity reflecting high state priorities, resources and great efforts from many professionals. We expect enthusiastic support and participation for the workshop. Let me hear from you about questions and suggestions at Pitt, (412) 648-7362.

Sincerely yours,

D. Frank Palmieri

D. Frank Palmieri
Coordinator, Marketing Education

cc: E. H. Blyer
PA. Department of Education

Anthony Alviani
Marketing Education Association of PA

PITTSBURGH, PA 15260

Marketing MARKETING

October 22, 1987

The Marketing MARKETING interactive Video Teleconference is produced in Milwaukee and transmitted nationally by satelite. In Pennsylvania the sponsors are:

1. The University of Pittsburgh, Dr. Frank Palmieri
   4K57 Forbes Quadrangle, Pittsburgh, PA., 15260 (412) 648-7362
2. Pennsylvania Department of Education, E. H. Blyler
   333 Market Street, Harrisburg, PA., 17126 (717) 783-8506
3. Marketing Education Association of Pennsylvania, Tony Alviani, Pres.
   New Brighton High School, 3200 43rd St., New Brighton, PA. 15066 (412) 846-1050

Seven sites are available for the Marketing Ed., Cooperative Ed., and Warehousing coordinators, as follows:

1. Community College of Allegheny County, Boyce Campus, Monroeville
   Site Coordinator: Elliott Klein, assisted by: Dave Euric
2. Pittsburgh Public Schools, Schenley High School, Oakland
   Site Coordinator: Joe Poreo, assisted by: James White
3. University of Pittsburgh, Johnstown Campus, 200 Bittle Hall
   Site Coordinator: Anthony Piro, Assisted by: Michelina Olmstead
4. Pa. Department of Education, Honors Suite, 333 Market St., Harrisburg
   Site Coordinator: Ann Frost, assisted by: Butch Blyler
5. Berks County IU 15, 2900 St. Lawrence Ave., Antitiem, Reading
   Site Coordinator: Jeanette Leuchak, assisted by: Martin Kondrath
6. Luzerne County Community College, Conference Center, Nanticoke
   Site Coordinator: Blanche Curran, assisted by: Judy Ryman
7. Temple University Hospital Conference Center Auditorium, Philadelphia
   Site Coordinator: Dr. Jerry Leventhal, assisted by: Jerome Green

Instructors are asked to promote the conference in their school districts using the enclosed PR material. Add your own local information. Make contacts with your administrators, counselors, student representatives, key business and community leaders. Total the number who would participate from your school area and indicate this number and the site preferred on the registration form. Return the registration form as soon as possible or by October 12, 1987.

Registration form - Return to:

DR. FRANK PALMIERI, UNIVERSITY OF PITTSBURGH, 4K03 FORBES QUADRANGLE, PGH, PA., 15260

NAME _____

SCHOOL NAME _____ TELEPHONE ( )

SCHOOL ADDRESS _____

_____

Indicate the Teleconference site your group will attend,

_____

Total number of persons attending in your group: _____

NEWS RELEASE

Adapt for local release

FOR IMMEDIATE RELEASE

BUSINESS, MARKETING, EDUCATION LEADERS TO MEET BY SATELLITE

Leaders in business, marketing, and marketing education will be featured in "Marketing...Marketing", a national videoconference to be broadcast October 22nd, from 11:00am to 3:30pm Eastern Time. The purpose of the meeting is to address the image of marketing, how marketing is changing, where the marketing jobs will be in the future and how education programs can meet those needs.

The videoconference, produced by the Milwaukee Area Technical College Videoconference Center, will include prerecorded video segments that show marketing in action in large and small businesses, interviews with recognized executives who have used marketing successfully to improve their businesses, and select marketing education programs. Information on the changing economy, today's and tomorrow's jobs, and strategies for preparing people for those jobs will be shared through panel discussions, presentations, and interviews. Participants at each conference site will be involved through local discussions and activities in the participant's handbook, as well as live interactive telephone links between each site and the "Marketing...Marketing" videoconference origination facilities.

The National Council of Marketing Education, along with the National Marketing Strategy Committee are cosponsoring this event that will include executive representatives from: Advertising Age Magazine, the Bureau of Labor Statistics, Economic Growth and Employment, Dunn's Marketing, the U.S. Office of Education, Manpower Inc., Northwestern Mutual, Pepsi-Cola Co., Sears, Sieman's Energy, as well as several small businesses.

Videoconferences, or Video Teleconferences are one-time live programs with one-way video and two-way audio that offer opportunities to receive information and/or training from nationally known presenters.

For more information contact

"Marketing...Marketing" Radio Commercial
Version 301
Length: :30 seconds

ANNCR: Adapting to a service economy... positioning and repositioning... advertising... promotion.... a new global marketplace.... the terms and concepts can be almost overwhelming.

Join us at _____
(insert local organization name)
on October 22, from _____AM to _____PM,
(local start and end time)
as we help sort out the issues in an exciting national event called "Marketing Marketing."

Through the new interactive satellite technology, you can talk directly to nationally recognized marketing educators, business leaders, and marketing professionals.

For more information, call _____.
(insert local phone)

Once again, That's _____.
(insert local phone)

"Marketing...Marketing" Radio Commercial
Version 601
Length: :60 seconds

ANNCR: Adapting to a service economy... positioning and re-positioning... advertising... promotion... a new global marketplace...

Having trouble sorting it all out? We can help. Join the nation's premiere business leaders, marketing educators, advertising executives, and marketing professionals for a major national event, called Marketing Marketing.

On October 22 between _____AM and _____PM,
(local start and end time)
you can talk directly to innovative and successful marketing and business professionals through the new interactive satellite technology. This exciting opportunity is being made available by

_____.
(insert local organization name)

Join with other area businesses, marketers and educators and help find your competitive edge. Marketing Marketing, is happening at

_____.
(insert local organizational name)

For additional information:

_____.
(insert local instructions)

A videoconference featuring national leaders in business, marketing, and education who will

- *Spotlight the role of marketing as a competitive tool*
- *Explore the role and future of marketing education*
- *Define the national plan for marketing education*

Join thousands of your peers via satellite hook-up to help shape the redirection of marketing education. Participate in an interactive question-and-answer session with national marketing leaders to expose the critical issues facing Marketing and Marketing Education today. A sampling of organizations to be interviewed include U.S. Office of Education, Pepsi-Cola, Dunns Marketing, Bureau of Labor Statistics, Economic Growth and Employment, and Dunn and Bradstreet Corporation.

Be part of *Marketing* ***Marketing***—Contact:

University of Pittsburgh
School of Education
Department of Instruction and Learning
Vocational Education
4K57 Forbes Quadrangle
Pittsburgh, PA 15260

Dear Marketing Education Teacher/Coordinator,

Enclosed is a copy of the new University of Pittsburgh Professional Year Marketing Education teacher certification program. This is a post-baccalaureate program requiring an undergraduate degree before students begin their teacher preparation.

High school students may wish to enroll in a variety of undergraduate schools; however, at Pitt, students would enroll in the Schools of Arts and Sciences or General Studies, in the Business/Marketing major. As an undergraduate, the student would complete the requirements listed on the second and third pages; then the professional year (5th year) program is described on the last two pages.

This program reflects an effort to upgrade teacher development in the School of Education at Pitt and we hope this will benefit our profession in the long run. Please share this program with others and help us promote this effort.

Sincerely yours,

D. Frank Palmieri

D. Frank Palmieri
Coordinator Marketing Education

DFP/mm
Enclosure

PITTSBURGH, PA. 15260

University of Pittsburgh
SCHOOL OF EDUCATION
Department of Instruction and Learning

May 28, 1987

Dear Marketing Educators and Administrators:

"Marketing Marketing" is a nationwide interactive video teleconference using satellite communications capability as reported in the national journals. See the enclosed article by Dr. Jim Burrow, University of Northern Iowa. Pennsylvania will purchase the teleconference rights through a PA Department of Education project grant with the University of Pittsburgh, Marketing Education Program which apparently will be approved after July 1, 1987.

The National Marketing Education Teleconference will be aired on Thursday, October 22, 1987 in five sites simultaneously across Pennsylvania. The teleconference is part of an all day workshop sponsored by the University of Pittsburgh in conjunction with other Pennsylvania universities. Co-sponsoring the workshop is the Pennsylvania Marketing Education Association who may determine a small workshop fee to cover lunch and refreshments. The list of sites, registration information, agenda and other details will be mailed to you the first week of September by Dr. Ona Kay Kinter, Workshop Coordinator, University of Pittsburgh.

I wanted Marketing Educators and Administrators to be informed about and plan for this important workshop on October 22, 1987 before leave for the summer. The main objective of the workshop teleconference is curriculum development to provide a technical update for Marketing Educators, Administrators, Advisory Committee members, major employers of your coop students, Coop Coordinators, key students and counselors. Please duplicate this letter and the attachment and distribute them at this time to your people who might participate in October.

Please regard this workshop teleconference as a major curriculum update activity reflecting high state priorities, resources and great efforts from many professionals. We expect enthusiastic support and participation for the workshop. Let me hear from you about questions and suggestions at Pitt, (412) 648-7362.

Sincerely yours,

D Frank Palmieri

D. Frank Palmieri
Coordinator, Marketing Education

cc: E. H. Blyler
PA Department of Education

Irvin W. Tantlinger
Marketing Education Association of PA

PITTSBURGH, PA 15260

Marketing MARKETING Teleconference

School Questionnaire

MARKETING EDUCATION PROGRAM - TARGET MARKET

1. Students seeking Marketing Education for immediate employment.

   Percent of your present students _____ %

2. Students planning to attend college after high school.

   Percent of your students _____ %

3. Business recognizing the competitive value of marketing training for employees.

   Number of businesses involved in your program _____

4. Adults seeking career changes or job upgrading in marketing skills and occupations.

   Number of your students _____

Do you want your present program's target market to change? YES ____ NO ____

In which way? (Please check) Employment _____

College _____

COMMENTS:

_____

_____

_____

_____

_____

_____

_____

_____

Marketing MARKETING Teleconference

Business Questionnaire

Type of Business _____

LOCAL MARKETING PROGRAM - TARGET MARKET

Which target markets do you recommend for your local school. Please check.

____ 1. Students seeking Marketing Education for immediate employment. ____%

____ 2. Students planning to attend college after high school. ____%

____ 3. Adults seeking career change or job upgrade in marketing skills and occupations.

Comments:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Marketing MARKETING Teleconference

Marketing Student Questionnaire

1. Did you take Marketing Education with a career goal for immediate employment?

   YES ____ NO ____

2. Did you take Marketing Education planning to attend college or a post-secondary school after graduation?

   YES ____ NO ____

3. How did you hear about the Marketing Education Program in your school?

   _____

   _____

   _____

   _____

4. Why did you decide to take the Marketing Education Program?

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

A National Marketing Plan for Marketing Education

1987

Disseminated by

Marketing Education Resource Center
Division of IDECC, Inc
1375 King Avenue
P.O. Box 12226
Columbus, Ohio 43212-0226

Introduction

Marketing consists of those dynamic activities that guide production and facilitate consumption of products, services, and ideas in our country's economic system. The product-development influence phenomenon has grown significantly in prominence and importance over the past several years. Marketing and its attendant subfunctions now employ a full one third of the United States' work force and contribute significantly to our gross national product. As with most enterprises, marketing requires as a part of its infrastructure an educational arm to satisfy the preemployment and employment instructional needs of personnel in the field.

The Philosophy of Marketing Education

Purpose

Marketing Education, a program found in diverse agencies, is designed to prepare people for initial and continuing employment in marketing occupations. It has enjoyed a long and productive history of success ranging back to the turn of the century and flourishing after the passage of the Vocational Education Act of 1963. Since then, Marketing Education has continued to minister largely to a traditional public secondary, postseconddry, and adult education market.

Mission

The mission of Marketing Education has been consensually defined "to develop competent workers in and for the major occupational areas within marketing, assist in the improvement of marketing techniques, and build understanding of the wide range of social and economic responsibilities that accompany the right to engage in marketing in a free enterprise system." (Samson, H.E. (1980, June). *Distributive education: identity and image.* Paper presented at the National Distributive Education Conference, Vail, CO.)

Strategic Planning

In order to put into operation a mission of this magnitude the logical approach would be to employ a strategic planning process. And in order to assure the maintenance and growth of the quality of marketing as the mission statement describes it is vital that an educational support system be positioned to service the educational needs of the marketing profession. To that end this marketing plan is presented to foster the more efficient and productive employment of those thousands of individuals in the United States who are prepared to deliver educational services to the marketing community.

Marketing Mix Elements

The use of a marketing approach to program implementation suggests that the elements of the marketing mix can be adjusted to respond to specific needs of each target market. Just as with service-providing businesses Marketing Education programs can be developed by identifying and controlling marketing mix elements. Those elements and their definitions are:

Product: anything tangible or intangible offered to a market to satisfy needs. Examples in Marketing Education range from instructor characteristics courses content instructional materials and resources to course titles class atmosphere and physical environment.

Price: the perceived value of the product/service in satisfying the needs of the market. Price is traditionally viewed as the monetary cost of a product or service. Price is evaluated by the target market as it relates to need satisfaction and alternative product choices. It also includes the ways in which price and value are presented and payment methods. Finally the perceived value of Marketing Education includes the psychological and social values and costs as perceived by the consumer.

Place: the availability of the product to the target market. Included in this mix element for Marketing Education are the location facility setting length and timing of the offering.

Promotion: the methods and information communicated to the target market to encourage participation and enhance satisfaction. Promotion includes the normal methods of advertising publicity personal selling and sales promotion in addition to other forms of communication. Message content image and feedback methods should also be considered in promotion.

Identification of Target Audiences

Effective, innovative marketing is directed toward satisfying target markets within the mission and goals of the organization. Because of the breadth of needs for education in marketing, a larger number of potential markets exists. Markets should be identified that have significant and relevant needs, that are not currently well served, and that can benefit from specific service by Marketing Education. The evidence analyzed by the Marketing Strategy Committee led to the identification of five potential target markets. They are

- Students (including both secondary and postsecondary) seeking marketing education for immediate employment
- Students interested in marketing who are planning further education after high school graduation
- Adults seeking career change, promotion, or technical update in marketing
- Businesses seeking competitive advantage through highly skilled marketing employees
- Large national businesses recognizing the competitive value of hiring well-trained marketing personnel

In addition to the identified target markets, a number of groups must be recognized as having the potential to influence the success of Marketing Education strategies. The data reviewed supported the identification of five specific influence groups. They are

- Students' family and reference groups
- Educational administrators and counselors
- Legislators
- Related professional groups and associations
- National corporations, agencies, and organizations

From those markets and groups which could be selected as target audiences for Marketing Education, the Marketing Strategy Committee identified five for immediate national attention by the profession. That selection was based on the following criteria

1. The market/group evidences a need for Marketing Education
2. The needs can be well served within the mission and existing resources of Marketing Education

3 The market/audience is of the scope to benefit from a comprehensive national/state/local effort

The selected target markets which serve as the immediate focus for the national marketing plan are described below. *There is no priority ascribed to the selected markets.* That priority will ultimately be established through the efforts of the groups participating in the execution of the marketing plan.

Students Seeking Marketing Education for Immediate Employment. This is a traditional and important client group served by prebaccalaureate vocational marketing education at the secondary and postsecondary levels. While the total population in this age group is declining, only a small percentage of that population is currently served through existing programs. Because of the growing number of marketing jobs and the historic success of Marketing Education within this market it remains an important target market for the profession.

Students Interested in Marketing Who Are Planning Further Education After High School Graduation. A significant number of high school students enroll in a college-preparatory curriculum with intentions of completing a baccalaureate or associate degree. Due to counseling, scheduling, and other factors, these students have been unable to or have chosen not to participate in available Marketing Education courses and programs. Strong evidence suggests that students within this population have or will have career objectives in marketing or will enter careers requiring marketing knowledge and skills. Therefore, they can benefit from Marketing Education delivered to fit their needs and educational priorities.

Adults Seeking Career Change, Promotion, or Technical Update in Marketing. The adult population is a significant population segment and an increasingly important educational market. With the growth in marketing careers, this segment presents a key target market for Marketing Education. It includes young adults participating in postsecondary programs, often on a part-time basis. It also includes unemployed and employed adults who are planning career changes or advancement requiring marketing skills.

Businesses Recognizing the Competitive Value of Marketing Training for Employees. Businesses of all types and sizes are using increasingly sophisticated marketing strategies. Many recognize the competitive value of skilled marketing employees and are investing in education for those employees. Opportunities exist for Marketing Education to serve this target market with well-conceived and effectively delivered training and development programs. The resources of Marketing Education and the nationwide network of instructors provide an attractive entry into the market with an opportunity to meet a growing market need.

TARGET MARKET: Students Seeking Marketing Education for Immediate Employment

Goal

To increase opportunities for students to enroll in vocational marketing education programs

Positioning Statement

Preparation for immediate employment that leads to high-paying and high-demand marketing occupations

Program Characteristics

Content addresses the functions of marketing

Content is specialized and based on individual career goals

Instructor has marketing expertise and experience

Program is an important element of the local school philosophy and curriculum.

Promoted extensively to parents counselors administrators and students through normal guidance and counseling channels

Students enter the program with adequate basic skills and effective career guidance

Student work experience or job placement is used in the program.

Leadership development/student group activities provide an activity-oriented co-curricular component of the program.

Active business advice and support are incorporated in the program.

Adequate resources and time are available for the instructor to administer all program elements

TARGET MARKET: Students Interested in Marketing Who Are Planning Further Education After High School Graduation

Goal

To increase opportunities for students to enroll in Marketing Education programs

Positioning Statement

Courses that combine strong academic preparation, leadership development, and applications of marketing in the professional discipline of business

Program Characteristics

Content on the level of similar academic courses

Emphasis on applied academic content, decision-making, and business-based applications

Content and structure of courses patterned after collegiate courses

Instructor with current marketing expertise and experience

Courses offered as electives in the school's college-preparatory curriculum

Courses with no marketing course prerequisites or co-requisites

Imaged as professional, high tech, application-oriented course(s) that facilitate college and professional success

Promoted extensively to parents, counselors, administrators, and students through normal guidance and counseling channels

Promoted at significant decision points for course/curriculum selection of college-bound students

TARGET MARKET: Adults Seeking Career Change, Promotion, or Technical Update in Marketing Skills and Occupations

Goal

To provide easily accessible adult education programs in the primary marketing functional areas

Positioning Statement

Training and development for immediate employment in marketing the largest single employment field to improve individual, organization, or business performance

Program Characteristics

Knowledge of marketing and marketing skills is the primary content area for training-and-development programs

Programs are delivered by marketing educators with business experience using effective adult-education methods

Individualized counseling is available before, during, and after the program.

Programs are available at a time and a location to fit the schedule of the adult

Programs are provided at a reasonable cost to the participant

Results of training can be immediately seen in employment or through application experiences

Program information and promotion are delivered through community/adult education channels and media

TARGET MARKET: Businesses Recognizing the Competitive Value of Marketing Training for Employees

Goal

To increase the availability of high-quality marketing training for businesses that will upgrade skills of current employees

Positioning Statement

Marketing Education delivers both quality and professional training in marketing at a reasonable cost using skilled trainers with business experience

Program Characteristics

Planners for marketing training work with each business to design specialized training based on individual business needs

Training materials and resources are designed and developed by specialists based on business-validated marketing practices

Training programs have been reviewed and approved by business-people and fieldtested for effectiveness

Training is delivered where and when needed

Training emphasizes the best and latest in instructional methods and technology

Training is designed to include immediate application, evaluation, and improved performance

Cost of training is less than equivalent in-house or private training programs

Training programs are promoted through personal sales and direct media

Summary and Conclusion

As referenced throughout this document, marketing educators have recognized that a marketing plan must encompass all elements of the marketing mix (i.e., product, place, price, and promotion). Initiatives for this plan, as conceived by participants at the 1984 Curriculum Conference, included specific charges to the Marketing Education community, organized into four broad areas:

1) Curriculum.

2) Standards and Accreditation.

3) Program Awareness.

4) Implementation.

Although developed independently by separate committees of the National Council of Marketing Education, each of the recommendations growing from the '84 Curriculum Conference charges is, in effect, part of the total marketing plan. Readers are encouraged to recognize that this marketing plan is intended for use concurrently with appropriate elements of its sister documents (i.e., those addressing standards and curriculum), all of which focus primarily on the "product" aspect of the marketing mix.

Publication of this marketing plan was scheduled to coincide with the national videoconference "Marketing . . . Marketing." The videoconference may be viewed as a status report on marketing Marketing Education and on the progress toward implementation of the 1984 Curriculum Conference recommendations.

As a profession, we can look with pride at the specific accomplishments associated with the 15 highest-ranked recommendations formulated during that conference.

Curriculum.

1. Core competencies. Status: completed.
2. Model core curriculum, by level. Status: completed.
3. Process for evaluating marketing competencies of completers. Status: completed.

(Note: "Curriculum Framework" document provides detailed information.)

Standards and Accreditation.

4. Standards and criteria. Status: completed.*
5. Trade/Professional association accreditation. Status: no action.

*High school vocational programs and teacher education.
(Note: See corresponding documents for detailed information.)

PLEASE COMPLETE BOTH SIDES OF THIS FORM AND RETURN TO ADDRESS GIVEN IN LETTER.

Summary Profile Form

Directions: Place the information recorded for each topic in the "Summary of Ratings" space on this profile for an overview of the results of the program review.

Summary of Ratings

(Standards) Topical Areas	Number of Standards/Criteria for this Topic	Minus Number Marked Below	Total Number of Standards/Criteria Met and Exceeded
I. Philosophy and Purpose (pp. 1-4)	17		
II. Organization and Administration (pp. 5-9)	24		
III. Curriculum and Instruction (pp. 10-16)	40		
IV. Instructional Staff (pp. 17-19)	13		
V. Financial Resources (pp. 20-21)	8		
VI. Instructional Support Systems (pp. 22-27)	33		
VII. Program Marketing (pp. 28-29)	8		
VIII. Advisory Committee (pp. 30-31)	8		
IX. Vocational-Student Organization (pp. 32-33)	8		
X. Evaluation (p. 34)	4		

Deficiency Identification and Correction Report

Directions: Complete a report for each standard marked "Below Standard."

School _____ Date _____

Identification of Deficiency

Topic:

Standard statement:

Explanation of deficiency:

Verified by _____ _____

Priority for correction: High Medium Low
(circle one)

Plan for Correcting Deficiency

Planned procedure for correcting deficiency: (Give steps and anticipated dates of completion.)

Person(s) responsible for correcting deficiency:

Resources required: Estimated cost:

Verification of Deficiency Correction

The deficiency noted above has been adequately corrected and verified by authorized personnel.

Signed _____

_____ (title) Date _____

University of Pittsburgh

SCHOOL OF EDUCATION
Vocational Education

Dear Marketing Instructor,

At the October 22, 1987 "Marketing MARKETING" Video Teleconference, the National Marketing Education Standards (High School) were to be given to every school in attendance for review by the marketing teacher coordinator.

You were informed at the teleconference that I would be sending you (1) a Summary Profile Form and (2) a Deficiency Identification and Correction Report similar to the forms on pages XII and XIII of the Standards Booklet. Please complete the forms after reviewing and rating your program against the National Standards using the rating symbols △ ○ ▽ .

Enclosed is an envelope for rating the questions. Please complete them and mail to:

Dr. D. Frank Palmieri
Marketing Education Program
University of Pittsburgh
4K57 Forbes Quadrangle
Pittsburgh, PA 15260

Thank you for attending the National Marketing Education Teleconference.

Sincerely,

D Frank Palmieri

D. Frank Palmieri
Coordinator Marketing Education

DFP/mm
Enclosures: 3

Standards for Secondary Marketing Education

Substantially:
Exceeds Standard △
Meets Standard ○
Below Standard ▽

Standard Statement I

Philosophy and Purpose

Statement of philosophy and purpose provides guidance for the Marketing Education program.

A. Development

1. Statement of philosophy and purpose incorporates the mission of Marketing Education.

   a. To develop competent workers in and for the major occupational areas within marketing; △ ○ ▽
   Comment:

   b. To assist in the improvement of marketing techniques; and △ ○ ▽
   Comment:

   c. To build understanding of the wide range of social and economic responsibilities which accompany the right to engage in marketing businesses in a free enterprise system. △ ○ ▽
   Comment:

2. Statement of philosophy and purpose reflects the philosophy and goals of the school and is consistent with current local, state, and national marketing education philosophy. △ ○ ▽
   Comment:

3. Statement of philosophy and purpose reflects a commitment to preparation for employment and advancement in marketing occupations and in occupations requiring marketing skills, and to meeting the marketing education and training needs of the labor market. △ ○ ▽

Comment:

4. Statement of philosophy and purpose encourages development of social and leadership skills through participation in student and professional organizations that relate to marketing. △ ○ ▽

Comment:

5. Essential to the implementation of the mission are these six fundamental premises:

a. The discipline of marketing is the content base for all instruction. △ ○ ▽

Comment:

b. Instruction is accessible to all persons. △ ○ ▽

Comment:

c. Courses deliver a range of instruction covering basic and social skills, career competency development, operational management, and entrepreneurial development. △ ○ ▽

Comment:

d. Instruction stresses involvement with marketing businesses and utilizes a variety of methods. △ ○ ▽
Comment:

e. Marketing educator and other professional marketing personnel have training in Marketing Education and possess business experience in marketing. △ ○ ▽
Comment:

f. Marketing Education program is an integral part of the school with direction and counsel from business advisory groups. △ ○ ▽
Comment:

6. Development of the philosophy involves articulation among former students, marketing educators, administrative and supervisory personnel, marketing industry representatives, and advisory committee members who represent varied marketing occupations. △ ○ ▽
Comment:

B. Dissemination and Utilization

1. Statement of philosophy and purpose serves as a basis for program planning, development, and implementation. △ ○ ▽
Comment:

2. Statement of philosophy and purpose serves as a basis for evaluation of the program, staff, and students. △ ○ ▽
Comment:

C. Review and Revision

1. Statement of philosophy and purpose is reviewed annually and revised when necessary to reflect relevancy of the program. △ ○ ▽

   Comment:

2. Review and revision process involves marketing educators, administrative and supervisory personnel, marketing industry representatives, advisory committee members representing varied marketing occupations, and former students. △ ○ ▽

   Comment:

Substantially:
Exceeds Standard △
Meets Standard ○
Below Standard ▽

Standard Statement II

Organization and Administration

Administrative and organizational structure facilitates implementation of the goals and objectives of Marketing Education in the school.

A. Organizational Structure

1. Responsibility for Marketing Education program leadership is assigned to the marketing educator and local administrators. △ ○ ▽
   Comment:

2. Organizational structure ensures involvement of marketing educator in developing and implementing Marketing Education goals and objectives. △ ○ ▽
   Comment:

3. Administration supports Marketing Education program development that is congruent with the philosophy and purposes of the school, including adequate resources and encouragement. △ ○ ▽
   Comment:

4. Organizational structure is flexible enough to serve the diversified needs of students and marketing businesses. △ ○ ▽
   Comment:

5. Courses are designed with an organizational plan which includes classroom/laboratory instruction and a vocational-student organization. △ ○ ▽
   Comment:

6. Courses are organized to provide students with occupational skills to meet their developmental needs and occupational goals. △ ○ ▽
Comment:

7. Courses are organized to provide occupational skills, knowledge, and attitudes required by business and industry for employment and advancement in marketing. △ ○ ▽
Comment:

B. Program Planning

1. Program is compatible with state-level planning, local/state board of education policies, and accrediting commission standards. △ ○ ▽
Comment:

2. Program goals provide direction for development, implementation, upgrading, and evaluation. △ ○ ▽
Comment:

3. Program planning incorporates appropriate and timely information from demographic studies of the employment community, labor market projections, student interest and placement records, and student enrollment projections. △ ○ ▽
Comment:

4. Advisory committee assists in planning, implementing, and evaluating the program. △ ○ ▽
Comment:

5. Class size is limited to a number that can be instructed effectively in the facilities available. △ ○ ▽
   Comment:

C. Program Implementation

1. Time is provided in the schedule of the marketing educator for creating, implementing, and evaluating real and simulated marketing experiences; gathering and developing resource materials; conducting student follow-up; and managing vocational-student organization activities. △ ○ ▽
   Comment:

2. Marketing educator maintains detailed student records relating to the learning objectives of each student. △ ○ ▽
   Comment:

3. Marketing educator, who is responsible for teaching the marketing-related class, also is assigned the placement and coordination responsibilities in schools that utilize the cooperative plan. △ ○ ▽
   Comment:

D. Student Recruitment and Admission

1. Recruitment

   a. Recruitment plan is implemented with the guidance staff, the administration, the students, and the parents, and maintained throughout the year. △ ○ ▽
      Comment:

b. Recruitment efforts are focused on the needs, interests, and career objectives of the students in response to the needs of the business community. △ ○ ▽

Comment:

c. Recruitment plan seeks to enroll students who are representative of total school population. △ ○ ▽

Comment:

d. Marketing educator provides students with orientation to Marketing Education program prior to enrollment. △ ○ ▽

Comment:

2. Admission

a. Admission policy for the Marketing Education program adheres to the philosophy and goals of the school. △ ○ ▽

Comment:

b. Admission standards for the Marketing Education program are published. △ ○ ▽

Comment:

c. Marketing education students possess basic skills prior to enrollment in marketing classes. △ ○ ▽

Comment:

E. Guidance Support

1. Marketing educator obtains help from guidance staff and other teachers with recruiting and selecting students. △ ○ ▽
   Comment:

2. Students and potential students have the assistance of the guidance staff for career guidance and selection of vocational courses, including availability of interest and aptitude tests. △ ○ ▽
   Comment:

Substantially:
Exceeds Standard △
Meets Standard ○
Below Standard ▽

Standard Statement III

Curriculum and Instruction

Curriculum and instruction reflect current theory, methods, and marketing practices, and address current and future needs of the marketing industry.

A. Curriculum

1. Planning

a. Curriculum reflects the philosophy and goals of both the marketing program and the school. △ ○ ▽
Comment:

b. Curriculum is designed for students whose career interests can be enhanced through Marketing Education. △ ○ ▽
Comment:

c. Curriculum ensures that the performance of the student is measured on the basis of marketing competencies. △ ○ ▽
Comment:

d. Curriculum allows students to redefine or redirect their career goals. △ ○ ▽
Comment:

e. Curriculum is based on the principles and concepts of marketing. △ ○ ▽
Comment:

f. Curriculum is designed to meet evolving needs of the labor market and changes in marketing, management, and entrepreneurship. △ ○ ▽
Comment:

g. Administrative and supervisory personnel, advisory committees, business and industry personnel, Marketing Education teachers, and former students provide input into the development and revision of the curriculum. △ ○ ▽
Comment:

2. Development

a. Course content is developed through occupational analysis. △ ○ ▽
Comment:

b. Curriculum is structured to meet needs of students who seek employment upon graduation, desire to seek further education, wish to explore the concept of marketing and its related functions, and/or desire to be self-employed. △ ○ ▽
Comment:

c. Curriculum is structured to accommodate various student developmental characteristics, learning styles, and knowledge/skill levels. △ ○ ▽
Comment:

d. Course objectives, course offerings, and course sequences are available to the student. △ ○ ▽
Comment:

3. Course Objectives

a. Current course objectives are used by teachers and administrators for planning, implementing, and evaluating content and instructional methods. △ ○ ▽
Comment:

b. Current course objectives are written in measurable terms, presented to students, guidance counselors, and advisory committee members, and kept on file. △ ○ ▽
Comment:

4. Learning Climate

a. A variety of instructional methods and activities are available to meet the different learning styles, needs, and abilities of students. △ ○ ▽
Comment:

b. Classroom organization provides for optimum use of instructional time, equipment, and resources. △ ○ ▽
Comment:

c. School and classroom disciplinary standards promote a positive learning environment. △ ○ ▽
Comment:

d. Students are treated as individuals—intellectually, socially, emotionally, and physically. △ ○ ▽
Comment:

e. Marketing educator stimulates independent thinking, problem solving, and creativity. △ ○ ▽
Comment:

f. Marketing educator works with students both inside and outside the classroom, as well as providing individual counseling. △ ○ ▽
Comment:

5. Evaluation

a. Completers of Marketing Education programs demonstrate competency in the core marketing curriculum. △ ○ ▽
Comment:

b. Process exists for certifying student competency in relation to core and other marketing competencies. △ ○ ▽
Comment:

c. Student assessment is an integral part of instruction, provides for individual differences, and is based on marketing industry performance and productivity. △ ○ ▽
Comment:

d. Results of the student assessment process are reported to students, marketing educators, parents, guidance counselors, and administrators, as appropriate. △ ○ ▽
Comment:

6. Review and Revision

a. Curriculum is reviewed annually and revised as necessary to reflect changes occurring in marketing and marketing-related occupations, student populations, labor market trends, and instructional techniques/strategies. △ ○ ▽
Comment:

b. Curriculum is validated by periodic analysis of the occupational requirements for which students are being prepared. △ ○ ▽
Comment:

B. Instruction

1. Instruction is designed to increase the employability of the student or to facilitate continued education. △ ○ ▽
Comment:

2. Instruction allows for involvement of students with special needs, as well as for recognition of their maturity and educational level. △ ○ ▽
Comment:

3. Current course content guides specify competencies to be acquired; estimated time requirements; needed instructional materials, community resources, and evaluation methods; and methods to apply, facilitate, and/or demonstrate competencies to be learned. △ ○ ▽
Comment:

4. Written lesson plans are available and used. △ ○ ▽
Comment:

5. Community-based learning activities involve cooperative training, practicum, and/or internship. △ ○ ▽
Comment:

a. Students are placed in marketing-related training stations. △ ○ ▽
Comment:

b. Appropriate records are kept on file for each student. △ ○ ▽
Comment:

c. Training plans are cooperatively developed by the marketing educator, employer, and/or student. △ ○ ▽
Comment:

d. Each student has a training plan which includes a planned sequence of activities and learning experiences. △ ○ ▽
Comment:

e. Training stations are selected which provide occupational growth opportunities consistent with the student's capabilities, occupational interests, and learning objectives. △ ○ ▽
Comment:

f. Training sponsors of students are in compliance with federal, state, and local labor laws. △ ○ ▽
Comment:

g. Training sponsors are advised of their responsibility to provide meaningful learning experiences for students. △ ○ ▽
Comment:

h. Training sponsors provide information for the evaluation of the student. △ ○ ▽
Comment:

i. Marketing educator makes regular visits to training stations. △ ○ ▽
Comment:

j. Communication exists between the marketing educator and training sponsor to coordinate classroom and on-the-job experiences. △ ○ ▽
Comment:

Substantially:
Exceeds Standard △
Meets Standard ○
Below Standard ▽

Standard Statement IV

Instructional Staff

Instructional staff for Marketing Education demonstrate professional and technical competence in providing services necessary for attaining program goals and objectives.

A. Qualifications

1. Marketing educator has a valid state teacher's certificate in Marketing Education. △ ○ ▽
   Comment:

2. Marketing educator meets established local criteria for employment and is qualified to teach content of assigned courses. △ ○ ▽
   Comment:

3. Marketing educator demonstrates acceptable personal appearance; communication, human interaction, and technical skills. △ ○ ▽
   Comment:

4. Marketing educator has training in teaching students with special needs. △ ○ ▽
   Comment:

B. Professionalism

1. Marketing educator maintains active membership in professional organizations for marketing educators and attends meetings. △ ○ ▽
   Comment:

2. Marketing educator participates in marketing and community organizations. △ ○ ▽
Comment:

3. Marketing educator returns to a marketing occupation when updating is needed. △ ○ ▽
Comment:

4. Marketing educator maintains a cooperative relationship with other teachers, guidance personnel, administrators, parents, advisory committees, and members of the business community. △ ○ ▽
Comment:

C. Staff Development

1. Marketing educator follows a written plan for professional development which is updated yearly. △ ○ ▽
Comment:

2. Marketing educator participates in staff development activities to update marketing knowledge and skills. △ ○ ▽
Comment:

D. Evaluation

1. Marketing educator conducts self-evaluation of instruction. △ ○ ▽
Comment:

2. Both formal and informal evaluations of the marketing educator are conducted regularly according to established regulations, policies, and procedures. △ ○ ▽
   Comment:

3. Evaluation results are discussed with each marketing educator. △ ○ ▽
   Comment:

Substantially:
Exceeds Standard △
Meets Standard ○
Below Standard ▽

Standard Statement V

Financial Resources

Availability and control of adequate financial resources ensure that the goals and objectives of the Marketing Education program are met.

A. Funding

1. Administrative support for the Marketing Education program is evidenced by adequate funding for marketing educator, supplies, equipment, storage and office space, telephone, in-service activities, and travel. △ ○ ▽
   Comment:

2. Budget requests/allowances reflect emerging curriculum and technological developments. △ ○ ▽
   Comment:

3. Budgeted funds support the activities of the vocational-student organization. △ ○ ▽
   Comment:

4. Travel allowances are provided for the marketing educator to participate in staff development, in-service activities, state vocational meetings, vocational-student organization meetings, supervised field-related experiences, and other professional development activities. △ ○ ▽
   Comment:

B. Management

1. Budgeted funds are expended to achieve program goals and objectives. △ ○ ▽
   Comment:

2. Marketing educator is involved in decisions related to the expenditure of school funds for the Marketing Education program. △ ○ ▽
   Comment:

3. Organized procedure for collection, deposit, security, and management of funds is maintained for the Marketing Education program and vocational-student organization activities. △ ○ ▽
   Comment:

4. Up-to-date records of expenditures, receipts, and account balances of both program and vocational-student organization activities are kept on file for use by authorized personnel. △ ○ ▽
   Comment:

Substantially:
Exceeds Standard △
Meets Standard ○
Below Standard ▽

Standard Statement VI

Instructional Support Systems

Physical facilities, equipment, and instructional materials provide a well-maintained and effectively utilized learning environment.

A. Physical Facilities

1. Facilities provide for achievement of program goals and objectives, and accommodate the needs of students, including handicapped persons. △ ○ ▽
   Comment:

   a. Room or area layouts are of suitable size and location with appropriate work space provided for each student. △ ○ ▽
      Comment:

   b. Artificial and natural illumination is well distributed, resulting in a minimum of glare and shadow. △ ○ ▽
      Comment:

   c. Facilities provide for adequate control of heat and ventilation. △ ○ ▽
      Comment:

   d. Acoustical materials are used effectively on floors, walls, and ceilings in classrooms and laboratories to minimize noise. △ ○ ▽
      Comment:

e. Voltage surge protectors are provided for electronic equipment. △ ○ ▽
Comment:

f. Sufficient chalkboard/markerboard and display space is provided. △ ○ ▽
Comment:

g. Storage space for supplies, equipment, and materials is adequate, safe, and secure. △ ○ ▽
Comment:

2. Marketing educator is provided with adequate office space, including a telephone, furnishings, and equipment necessary to carry out the program. △ ○ ▽
Comment:

3. Model store or other simulated marketing instructional environment, when provided, has adjacent support facilities, such as storage, clean-up, and maintenance. △ ○ ▽
Comment:

4. Marketing education staff controls the use of the facility and equipment used for the program. △ ○ ▽
Comment:

5. Facilities are reviewed annually and modified as needed to support changes in program designs and emerging technologies. △ ○ ▽
Comment:

B. Equipment

1. Equipment provides for achievement of program goals and objectives and accommodates the needs of students, including handicapped persons. △ ○ ▽
Comment:

2. Equipment utilized meets all current state and federal safety and health regulations. △ ○ ▽
Comment:

3. Equipment utilized reflects current and emerging business technology. △ ○ ▽
Comment:

4. Equipment is arranged in the classroom and/or laboratory to facilitate effective teaching, class control, safety, and economy. △ ○ ▽
Comment:

5. Current inventory and maintenance records of all equipment assigned to the Marketing Education program are maintained and on file. △ ○ ▽
Comment:

6. Adjustable-height desks/tables and posture chairs are used where appropriate. △ ○ ▽
Comment:

7. Equipment appropriate for teaching essential job-related skills, such as videocassette recorder, computer, and typewriter, is provided. △ ○ ▽
Comment:

8. Equipment is reviewed annually and modified as needed to support changes in program designs and emerging technologies. △ ○ ▽
Comment:

C. Instructional Materials

1. Instructional materials provide for different levels of student abilities and diverse cultural backgrounds. △ ○ ▽
Comment:

2. Instructional materials are available to meet the needs of special students, such as the gifted, economically disadvantaged, and physically handicapped. △ ○ ▽
Comment:

3. Instructional materials reflect new and emerging marketing occupational research, theory, and techniques. △ ○ ▽
Comment:

4. Instructional materials are free of sex and race bias and stereotyping. △ ○ ▽
Comment:

5. Professional library of current marketing publications, periodicals, and catalogues of available resource materials is accessible to the marketing educator and students. △ ○ ▽
Comment:

6. Appropriate criteria are followed in selecting instructional materials. △ ○ ▽
Comment:

7. Instructional materials are evaluated periodically by the marketing educator and advisory committee. △ ○ ▽
Comment:

D. Safety

1. Facilities and safety equipment comply with local, state, and federal safety requirements. △ ○ ▽
Comment:

2. Safety electrical outlet system is provided. △ ○ ▽
Comment:

3. Halls, passageways, and exits are clearly labeled and free from obstruction. △ ○ ▽
Comment:

4. Plans for evacuation are posted in each classroom. △ ○ ▽
Comment:

5. Fire extinguishers are readily available and properly maintained. △ ○ ▽
Comment:

6. Fire alarms are in working condition. △ ○ ▽
Comment:

Substantially:
Exceeds Standard △
Meets Standard ○
Below Standard ▽

Standard Statement VII

Program Marketing

Marketing plan is integrated into the goals and objectives of the program and is sensitive to the changing needs of the students and the business community.

A. Planning

1. Marketing plan incorporates goals, objectives, calendar of activities, methods, and evaluation. △ ○ ▽
   Comment:

2. Groups of individuals from the educational and business environments are involved with the Marketing Education program through the marketing plan. △ ○ ▽
   Comment:

3. Marketing plan targets students, businesses, professional associations, parents, educators, and legislators. △ ○ ▽
   Comment:

4. Appropriate techniques, such as brochures, news releases, civic appearances, personal contacts, and vocational student organizations, are utilized in the marketing plan. △ ○ ▽
   Comment:

5. Appropriate resources are utilized to implement the marketing plan. △ ○ ▽
   Comment:

B. Evaluation

1. Evaluation of marketing plan is continuous and consistent with national, state, and/or district policies and procedures. △ ○ ▽
   Comment:

2. Planning and analysis focus on designated target audiences. △ ○ ▽
   Comment:

3. Results are viewed in relation to their appropriateness for selected audiences and the cost-effectiveness of techniques utilized. △ ○ ▽
   Comment:

Substantially:
Exceeds Standard △
Meets Standard ○
Below Standard ▽

Standard Statement VIII

Advisory Committee

Active advisory committee ensures that instruction is consistent with business and industry employment needs and supports the Marketing Education program.

A. Membership

1. Advisory committee for the Marketing Education program is composed of persons in marketing occupations, parents, school administrators, counselors, former students, and/or marketing educator. △ ○ ▽
   Comment:

2. The committee chair is elected or appointed from the lay members. △ ○ ▽
   Comment:

3. Marketing educator serves as facilitator for advisory committee. △ ○ ▽
   Comment:

B. Meetings

1. Advisory committee meets on a scheduled basis and follows planned agenda. △ ○ ▽
   Comment:

2. List of committee members and minutes of meetings are on file. △ ○ ▽
   Comment:

3. Advisory committee meets at least two times each year. △ ○ ▽
Comment:

C. Responsibilities

1. Committee serves in an advisory capacity. △ ○ ▽
Comment:

2. Committee assists with planning, implementing, and evaluating the program through such activities as advising on curriculum, communicating industry needs, and promoting Marketing Education. △ ○ ▽
Comment:

Substantially:
Exceeds Standard △
Meets Standard ○
Below Standard ▽

Standard Statement IX

Vocational-Student Organization

Vocational-student organization is available to all marketing education students and is an integral part of the program.

A. Structure

1. Vocational-student organization, such as the Distributive Education Clubs of America (DECA), is an integral part of the program goals, objectives, and curriculum. △ ○ ▽
   Comment:

2. Vocational-student organization is under the supervision of the marketing educator. △ ○ ▽
   Comment:

3. Vocational-student organization provides students in marketing education with opportunities to develop individual competencies as related to the marketing curriculum (i.e., meetings, conferences, and instructional activities). △ ○ ▽
   Comment:

4. Students are encouraged to participate in the vocational-student organization. △ ○ ▽
   Comment:

5. Administration provides recognition and support for the vocational-student organization. △ ○ ▽
   Comment:

6. Time is provided for the students and the marketing educator to participate in the activities of the vocational-student organization. △ ○ ▽
   Comment:

B. Program of Work

1. Program of work is based upon goals, objectives, and curriculum of the program. △ ○ ▽
   Comment:

2. Program of work includes a series of student-centered activities scheduled throughout the school year. △ ○ ▽
   Comment:

Substantially:
Exceeds Standard △
Meets Standard ○
Below Standard ▽

Standard Statement X

Evaluation

Program evaluation (follow-up and placement) is continuous and consistent with the philosophy, goals, and objectives of the program.

A. Follow-up is conducted for students completing the Marketing Education program or leaving the program with a marketable skill. △ ○ ▽
Comment:

B. Students are informed about the purpose and importance of the follow-up survey of marketing education students. △ ○ ▽
Comment:

C. Marketing educator receives the analysis and comments from the follow-up and placement data. △ ○ ▽
Comment:

D. Results of the program evaluation process are used for determining program and teacher effectiveness. △ ○ ▽
Comment: